

THIRTY-THIRD  
ANNUAL CATALOGUE  
OF THE  
ILLINOIS STATE  
Normal University  
NORMAL, ILLINOIS,  
FOR THE  
ACADEMIC YEAR ENDING JUNE 25,  
1891.

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1891.



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OF THE  
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Assistant in High School.

JOHN W. HALL,

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## PUPIL-TEACHERS.

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### \*FIRST CLASS.

AMERMAN, TROPHIE J.  
ANDREW, ELLA M.  
BISHOP, CLARA B.  
BOYER, ALMA  
BREUER, ELIZA  
CAHOW, ANNA M.  
CLARK, FLORENCE J.  
CONNETT, ELLEN R.  
CONOVER, E. KATE  
CROOK, CARRIE V.  
CURTIS, BESSIE  
DePEW, GRACE M.  
DIXON, MAUD E.  
FAIRFIELD, BELLE  
FLINN, CARRIE E.  
FOLEY, REBECCA  
FORDYCE, ETTA  
FRAZEUR, MRS. A. LAURIE  
GASTON, HATTIE J.  
HEAVENER, NETTIE IRENE  
HITE, GRACE  
KARR, MARY  
KIENZLE, ANNA M.  
McCAFFERTY, M. JOSEPHINE  
McCANN, BESSIE A.  
McELROY, MARGUERITE  
McGILL, SARAH A.  
McGORRAY, KATE E.  
MONNIER, MARY  
NEFF, MARY  
PEASLEY, JESSIE  
PHILLIPS, NELLIE M.  
RAYMOND, ALICE L.  
ROOT, MAUD M.  
SMITH, ALBINA

SMITH, LIDA J.  
SPEAR, KATHERINE G.  
SPURGEON, EMMA  
STALEY, CLARA A.  
THOMPSON, LILLIAN  
THOMSON, MABEL  
VAIL, PHEBE R.  
WALLACE, LUCY E.  
WHITAKER, MINNIE  
WHITHAM, MINNIE  
WOODMANSEE, PEARL  
  
AMENT, JAMES E.  
ARMSTRONG, C. A.  
BASSETT, HERBERT  
CAVINS, ELMER W.  
COX, JOHN H.  
DEWHIRST, WILLIAM S.  
ERBES, PHILIP H.  
FARIS, S. A. DOUGLAS  
FERGUSON, JAMES J.  
FERRE, LUCHEN A.  
FULTON, WILLIAM C.  
GENTLE, THOMAS H.  
GOODE, WALTER S.  
HATCH, LUTHER A.  
HAWK, WILLIAM D.  
HODGE, JAMES A.  
KARR, GRANT  
KRING, WILLIAM H.  
MURPHY, JOHN D.  
NEVILL, JOHN W.  
NORTON, ARTHUR O.  
POLLOCK, JAMES B.  
RHEA, FRANK H.

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\* The First Class of Pupil-Teachers embraces those who have taught successfully three or more terms in the Model School, rarely in the Normal; the Second Class, those who have taught two terms; and the Third Class, those who have taught less than two terms. In a few instances, those who have presented approved daily comments on a term's observation of others' teaching are credited as Pupil-Teachers.





## STUDENTS.

## NAMES.

Anderson, Mary Alma  
 Frazeur, Mrs. A. Laurie  
 McIntire, Martin L.

## RESIDENCES.

*Mt. Sterling, Brown*  
*Bloomington, McLean*  
*Allentown, Tazewell*

## Post Graduates, 3.

Hainline, Carrie M.  
 Longley, Carrie A.

*Bloomington, McLean*  
*Belvidere, Boone*

## Special Students, 2.

## SENIOR CLASS.

Amerman, Trophie J.	<i>Stonington, Christian</i>
Bishop, Clara B.	<i>Piper City, Ford</i>
Conover, E. Kate	<i>Peculiar, Missouri</i>
Curtis, Bessie	<i>Farmer City, DeWitt</i>
Flinn, Carrie E.	<i>Pana, Christian</i>
Foley, Rebecca	<i>Littleton, Schuyler</i>
Hill, Emma	<i>Sharpsburg, Christian</i>
Hite, Grace	<i>Edwardsville, Madison</i>
Kienzle, Anna M.	<i>Bloomington, McLean</i>
McCann, Bessie A.	<i>Normal, McLean</i>
McGill, Sara A.	<i>Odell, Livingston</i>
Mettler, Edna	<i>Creston, Ogle</i>
Raymond, Alice L.	<i>Monmouth, Warren</i>
Root, Maud M.	<i>Chicago, Cook</i>
Spear, Katherine G.	<i>Bloomington, McLean</i>
Spurgeon, Emma	<i>Avon, Fulton</i>
Thompson, Lillian	<i>Warrensburg, Macon</i>
Wallace, Lucy E.	<i>Joliet, Will</i>
Armstrong, Charles A.	<i>Walshville, Montgomery</i>
Cox, John H.	<i>Godfrey, Madison</i>

CLASSIFICATION.—The SENIOR CLASS includes those who graduated this year. The MIDDLE CLASS includes under-graduates who have finished more than one year's study; Section A have accomplished more than two years' work; Section B, just two years', and Section C, less than two. The JUNIOR CLASS includes students who have done one year's work or less; Section A have done one year's work; Section B, the work of two terms, and Section C, a less amount.

N. B.—The name of no student appears in the Catalogue unless he has been in school at least four weeks of the current year.

NAMES.	RESIDENCES.
Dewhirst, William S.	<i>Wilsonburg, Clay</i>
Erbes, Philip H.	<i>West Brooklyn, Lee</i>
Ferguson, James J.	<i>Trimble, Crawford</i>
Hanawalt, Casper G.	<i>Elmore, Knox</i>
Hawk, William D.	<i>Lanark, Carroll</i>
Karr, Grant	<i>Heyworth, McLean</i>
Kring, William H.	<i>Kappa, Woodford</i>
Parker, Jr., Bertrand D.	<i>Gardner, Grundy</i>
Pollock, James B.	<i>Orangeville, Stephenson</i>
Reid, George W.	<i>DuQuoin, Perry</i>
Sheppard, James J.	<i>Panola, Woodford</i>
Wilson, Charles C.	<i>Selma, McLean</i>

Seniors, 32.

## MIDDLE CLASS.

### SECTION A.

Allen, Elizabeth Y.	<i>Little York, Warren</i>
Baller, Ruth C.	<i>Bloomington, McLean</i>
Boyer, Alma	<i>Gifford, Champaign</i>
Cook, Bella L.	<i>Normal, McLean</i>
Huling, Metta	<i>Bloomington, McLean</i>
Laing, Cora	<i>Elizabeth, Jo Daviess</i>
Laws, S. May	<i>Eureka, Woodford</i>
McGorray, Kate E.	<i>Decatur, Macon</i>
Neff, Mary	<i>Bloomington, McLean</i>
O'Brien, Esther	<i>Groveland, Tazewell</i>
Tousley, Susan E.	<i>Marseilles, LaSalle</i>
Vail, Phebe R.	<i>Lone Tree, Bureau</i>
Winner, Louise C.	<i>Carmi, White</i>
Blair, Frank G.	<i>Mt. Vernon, Jefferson</i>
Cavins, Elmer W.	<i>Mattoon, Coles</i>
Cohagan, Albert C.	<i>Peoria, Peoria</i>
Colburn, Cary R.	<i>Secor, Woodford</i>
Faris, S. A. Douglas	<i>Time, Pike</i>
Hatch, Luther A.	<i>Liste, Du Page</i>
Herren, Charles C.	<i>Oswego, Kendall</i>
Killam, Morris E.	<i>Tower Hill, Shelby</i>
Murphy, John D.	<i>Normal, *McLean</i>
Sutherland, Wm. J.	<i>Irene, Boone</i>
Vaughan, Benjamin F.	<i>Ewing, Franklin</i>
Waddle, Herbert C.	<i>Marseilles, LaSalle</i>
Williams, William H.	<i>Carlisle, Kentucky</i>



NAMES.	SECTION B.	RESIDENCES.
Bear, Myrtle E.	.	<i>Joetta, Hancock</i>
Carson, Lucy H.	.	<i>Beardstown, Cass</i>
DePew, Grace M.	.	<i>Bloomington, McLean</i>
Fordyce, Etta	.	<i>Berwick, Warren</i>
Hampton, Eleanor	.	<i>Illiopolis, Sangamon</i>
McOmber, Ella L.	.	<i>El Paso, Woodford</i>
Peasley, Jessie	.	<i>Downs, McLean</i>
Sprague, Emily B.	.	<i>Thawville, Iroquois</i>
Whitaker, Minnie S.	.	<i>Byron, Ogle</i>
<hr/>		
Ament, James E.	.	<i>Blandinsville, McDonough</i>
Beedle, Horace G.	.	<i>O'Fallon, St. Clair</i>
Lisk, Guy M.	.	<i>Blandinsville, McDonough</i>
Moulton, John B.	.	<i>Pavilion, Kendall</i>
Norton, Arthur O.	.	<i>Stillman Valley, Ogle</i>
Sanders, Royal W.	.	<i>Delavan, Tazewell</i>
Watt, Charles F.	.	<i>Armington, Tazewell</i>

SECTION C.	
Allsop, Blanche	<i>Decatur, Macon</i>
Andrew, Ella M.	<i>Pana, Shelby</i>
Barney, Cora B.	<i>Lacon, Marshall</i>
Bloomfield, Orlena	<i>Bloomington, *McLean</i>
Brallier, Lizzie G.	<i>Normal, McLean</i>
Breuer, Eliza	<i>Sandwich, DeKalb</i>
Brown, Edna C.	<i>Charleston, Coles</i>
Broyhill, Ada C.	<i>Tremont, Tazewell</i>
Cahow, Anna M.	<i>Kewanee, Henry</i>
Case, Alchee A.	<i>Cherry Valley, Boone</i>
Chisholm, Eva M.	<i>Farmer City, DeWitt</i>
Clark, Florence J.	<i>DeKalb, DeKalb</i>
Cleveland, Eunice	<i>Yorkville, Kendall</i>
Connett, Ellen R.	<i>Bedford, Iowa</i>
Cook, Mae	<i>Normal, McLean</i>
Corbin, Grace B.	<i>Wilmington, Will</i>
Crook, Carrie V.	<i>Lacon, Marshall</i>

\*These names marked with a star are names of persons who have given their pledge of intention to teach and who are pursuing the regular Normal course; but, by reason of residence in McLean county, or wishing to be free to teach in other States, or because not of legal age, they have not been admitted to the Normal School as state beneficiaries. They pay tuition as Model students, at the rate of \$39 a year.

NAMES.	RESIDENCES.
Dahl, Lorena	Granville, Putnam
Dixon, Maude E.	Downer's Grove, Du Page
Edmunds, Kate L.	Gardner, Grundy
Ehresman, Kate	Deer Creek, Tazewell
Ehresman, Mary E.	Deer Creek, Tazewell
Fairfield, Belle	Normal, *McLean
Frost, Clara	Bloomington, McLean
Gaston, Hattie J.	Normal, McLean
Gesner, Amelia	Nora, Jo Daviess
Gross, Alice	Kingston, DeKalb
Halsey, Rebecca A.	Kankakee, Kankakee
Hammers, Lillie	Secor, Woodford
Hammond, Bessie C.	Deer Creek, Tazewell
Hart, Jennie	Barry, Pike
Hawker, Allie B.	Bonfield, Kankakee
Heavener, Nettie I.	Piper City, Ford
Heustis, Frances A.	Robinson, Crawford
Hilton, Lizzie I.	Arlington, Bureau
Houser, Eva B.	Randolph, McLean
Houseworth, Nellie M.	Benson, Woodford
Johnson, Margaret E.	Lockport, Will
Karr, Mary	Heyworth, McLean
Kennedy, Josephine M.	Cabery, Livingston
Kimball, Georgia J.	Bloomington, *McLean
Kimball, Sadie J.	Bloomington, McLean
Kingston, Grace	Troy, Madison
McCafferty, Mary J.	Gridley, McLean
McElroy, Marguerite	Paxton, Ford
McKenzie, Margaret J.	Creston, Ogle
Maginnis, Carrie A.	Saybrook, McLean
Monnier, Mary	Helena, *Arkansas
Morgan, Emma,	Aledo, Mercer
Morrow, Stella L.	Hudson, McLean
Olson, Anna E.	Granville, Putnam
Parker, Jennie	Normal, McLean
Parker, Sadie C.	Steward, Lee
Peltier, Evelyn	Irwin, Kankakee
Phillips, Nellie M.	Normal, McLean
Schaeffer, Lillian E.	Paxton, Ford
Smith, Albina	Oblong, Crawford
Smith, A. Lura	Marou, Macon
Smith, Lida J.	Cooksville, McLean
Spawr, Minnie L.	Eureka, Woodford
Staley, Clara	Kingman, Kansas
Stephenson, Ida L.	Stephenson, Woodford

NAMES.	RESIDENCES.
Stockwell, Mattie E.	<i>Olney, Richland</i>
Stoutenburg, Nellie R.	<i>Rankin, Vermilion</i>
Symmonds, Alverda	<i>Bentley, Hancock</i>
Thompson, Jessie C.	<i>Rutland, LaSalle</i>
Thomson, Mabel L.	<i>Bartlett, Cook</i>
Weber, Mary	<i>Lostant, LaSalle</i>
Whitham, Minnie	<i>Lena, Stephenson</i>
Work, Hattie	<i>Wenona, Marshall</i>
Youle, Jessie L.	<i>Saybrook, McLean</i>
Alcorn, Archibald J.	<i>Earlville, LaSalle</i>
Backer, Herman T.	<i>Benson, Woodford</i>
Bassett, Herbert	<i>Tonica, LaSalle</i>
Brown, Joseph G.	<i>Stillman Valley, Ogle</i>
Carson, Franklin B.	<i>Richview, Washington</i>
Chumley, Eugene E.	<i>Nokomis, Christian</i>
Edmunds, Henry H.	<i>Gardner, Grundy</i>
Ferre, Lucien O.	<i>Moawequa, Shelby</i>
Fulton, Wm. C.	<i>Eureka, Woodford</i>
Gaston, Geo. H.	<i>Normal, McLean</i>
Gentle, Thomas H.	<i>Farmington, Fulton</i>
Goble, William L.	<i>Westfield, Coles</i>
Good, George W.	<i>Polo, Ogle</i>
Goode, Walter S.	<i>Lexington, Missouri</i>
Hawker, George A.	<i>Bonfield, Kankakee</i>
Hodge, James A.	<i>Golconda, Pope</i>
Hoffman, George	<i>Monee, Will</i>
Hooton, Joseph E.	<i>Heyworth, McLean</i>
Jones, Warren	<i>El Dara, Pike</i>
Keith, John A.	<i>Scranton, Macoupin</i>
Klingler, Wilson M.	<i>Manhattan, Will</i>
Kuhn, Samuel A.	<i>Bloomington, McLean</i>
Lehman, Paul H.	<i>Payson, Adams</i>
Lisk, Louis H.	<i>Blandinsville, McDonough</i>
Lowman, Edward	<i>Lanark, Carroll</i>
McDuffee, Ervin L.	<i>Flora, Clay</i>
Marker, Edward	<i>Normal, McLean</i>
Merkel, J. Philip	<i>Belleville, St. Clair</i>
Morris, A. Frank	<i>Payson, Adams</i>
Muir, John W.	<i>Normal, McLean</i>
Mutterer, Frederick G.	<i>Taylorville, Christian</i>
Nevill, John W.	<i>Tamaroa, Perry</i>
O'Connor, R. Emmet	<i>Ottawa, LaSalle</i>
Parson Swen F.	<i>Courtland, DeKalb</i>
Pattengill, Ira	<i>Oconee, Shelby</i>

NAMES.	RESIDENCES.
Patton, Arthur L.	Panola, Woodford
Pierce, William S.	Brandon, Iowa
Pusey, William B.	Marseilles, LaSalle
Rausch, Jacob W.	Bradford, Stark
Rhea, Frank H.	Bloomington, McLean
Rhodes, Ora M.	Bloomington, *McLean
Scott, William D.	Scott Land, Edgar
Simpson, David M.	Rantoul, Champaign
Tomlin, Benjamin.	San Jose, Mason
Wells, Charles H.	Tamaroa, Perry
Whetsel, William J.	Secor, Woodford
White, Jesse D.	Willisburg, Kentucky
Willard, Harry D.	Browning, Schuyler
Williamson, Fred	Carbondale, Jackson
Williamson, Guy	Carbondale, Jackson
Yelch, George H.	Olney, Richland

Middle Class, 164.

## JUNIOR CLASS.

### SECTION A.

Anderson, Isabella	Ames, Monroe
Barnsback, Birdie M.	Formosa, Madison
Barton, Olive Lillian	Normal, McLean
Bennett, Cora M.	Rossville, Vermilion
Bouchard, S. Virginia	Springfield, Sangamon
Brown, Adah	Forest City, Mason
Bull, Susie	Gardner, Grundy
Bunnell, Nellie E.	Toulon, Stark
Burt, Lucy E.	Henry, Marshall
Butzow, Martha J.	Watseka, Iroquois
Carter, Luvicy E.	Collinsville, Madison
Chapin, Libbie F.	South Denver, Colorado
Cochrane, Maria May	Macon, Macon
Collins, Nellie W.	South Elgin, Kane
Corbin, Augusta E.	Elwood, Will
Crosby, Alice	Annawan, Henry
Cumming, Emma C.	Elmore, Knox
Dunn, Carrie E.	El Paso, Woodford
Evans, Rebecca	Beason, Logan
Foster, Laura C.	Belvidere, Boone
Gaylord, Annie E.	Plymouth, Hancock
Gilmore, Lavenia	Gridley, *McLean
Gough, Josephine	El Paso, Woodford



NAMES.	RESIDENCES.
Graham, Mildred	<i>Alexis, Mercer</i>
Himes, Etta A.	<i>Normal, *McLean</i>
McLain, Daise A.	<i>Greenville, Bond</i>
Mester, Elizabeth	<i>Springfield, Sangamon</i>
Monnier, Josie R.	<i>Scioles' Mound, Jo Daviess</i>
O'Brien, Kate L.	<i>Gilberts, Kane</i>
Osgood, Lillie M.	<i>Bentley, Hancock</i>
Parker, Jessie	<i>Kenney, DeWitt</i>
Ramsden, Lizzie	<i>Elliott, Ford</i>
Robinson, Carrie B.	<i>El Paso, Woodford</i>
Safford, Mary E.	<i>Sycamore, DeKalb</i>
Schneider, Pauline	<i>Belleville, St. Clair</i>
Scott, Della	<i>Scott Land, *Edgar</i>
Shattuck, Ethel	<i>Sycamore, DeKalb</i>
Thomson, Henrietta	<i>Wheaton, Du Page</i>
Tomm, Dora E.	<i>Delavan, Tazewell</i>
Traver, Ruby	<i>Wheaton, Du Page</i>
Wagner, Emma	<i>Spring Bag, Woodford</i>
Watson, Lovira	<i>Waverly, Sangamon</i>
White, Mrs. Kate	<i>Brocton, Edgar</i>
Whitzell, Effie E.	<i>St. Joseph, Champaign</i>
Wilcox, Mary L.	<i>Springfield, Sangamon</i>
Wilson, E. Annie	<i>Sterling, Whiteside</i>
Wohlford, Lydia C.	<i>Orangeville, Stephenson</i>
Woodmansee, Pearl L.	<i>Roseville, Warren</i>
Wright, Jennie R.	<i>Wauconda, Lake</i>
Yates, Jessie G.	<i>Dunlap, Peoria</i>
Ault, Frank S.	<i>Kingston, DeKalb</i>
Backer, Edward	<i>Benson, Woodford</i>
Barber, Fred D.	<i>Gardner, Grundy</i>
Battles, John F.	<i>Dillsburgh, Champaign</i>
Bear, David Vanbrugh	<i>Joetta, Hancock</i>
Bear, Lawrence P.	<i>Joetta, Hancock</i>
Bourland, Joseph M.	<i>Waverley, Morgan</i>
Burke, Richard	<i>Loda, Iroquois</i>
Elliott, William B.	<i>Elmore, Knox</i>
Fisher, John W.	<i>Orangeville, Stephenson</i>
Grabow, Paul E.	<i>Wheaton, Du Page</i>
Hall, John C.	<i>Downs, *McLean</i>
Heer, Henry	<i>Mascoutah, St. Clair</i>
Heyward, Aaron	<i>Kirkland, DeKalb</i>
Jeffers, Granville B.	<i>Hindsborough, Douglas</i>
Law, Charles T.	<i>Rosemond, Christian</i>
Lindley, Frank	<i>Loda, Iroquois</i>



NAMES.	RESIDENCES.
Pfingsten, William H.	<i>Millstadt, *St. Clair</i>
Shaub, Philip H.	<i>Marine, Madison</i>
Ullensvang, Martin L.	<i>Steward, Lee</i>
*Wise, Milton S.	<i>Kumler, *McLean</i>

## SECTION B.

Adams, Maud	<i>Elgin, Kane</i>
Allen, Mrs. Belle	<i>Minonk, Woodford</i>
Bailey, Jennie	<i>Coal Valley, Rock Island</i>
Bates, Alice M.	<i>Yankeetown, Woodford</i>
Baxter, Maude	<i>Rochelle, Ogle</i>
Beck, Stella	<i>Hutton, Coles</i>
Beitel, Bertha L.	<i>Hinckley, DeKalb</i>
Bish, Edith Carrie	<i>Hinckley, DeKalb</i>
Black, Isabella	<i>Sadorus, Champaign</i>
Boling, Carrie	<i>Bloomington, *McLean</i>
Bowman, Leona F.	<i>Oakley, Macon</i>
Brady, Jennie A.	<i>Chenoa, *McLean</i>
Brown, Flora	<i>Anchor, *McLean</i>
Burnside, Laura H.	<i>Carlyle, Clinton</i>
Butler, Willie Belle	<i>Secor, Woodford</i>
Chapman, Awk	<i>Stonington, Christian</i>
Cline, Lillice	<i>Normal, McLean</i>
Coley, Carrie R.	<i>Oakland, Coles</i>
Conklin, Anna E.	<i>Colfax, *McLean</i>
Cowan, Elsie A.	<i>Reed, Henderson</i>
Cullinan, Stasia,	<i>Dillon, Tazewell</i>
Curran, Katherine	<i>Virden, Sangamon</i>
Davis, Jude E.	<i>Rushville, Schuyler</i>
Dillin, Hattie	<i>Minier, Tazewell</i>
Dillon, Ella	<i>Scott Land, Edgar</i>
Dixon, Hattie E.	<i>Alton, Madison</i>
Dorr, Ara	<i>Table Grove, Fulton</i>
Dorward, Ida A.	<i>Washington, Woodford</i>
Dray, Fannie E.	<i>Browning, Schuyler</i>
Dunbaugh, Eva J.	<i>Pueblo, *Colorado.</i>
Edwards, Florence M.	<i>Springfield, Sangamon</i>
Edwards, Katie L.	<i>Normal, McLean</i>
Elwell, Maggie M.	<i>Pana, Montgomery</i>
Ewbank, Luetta	<i>Farmer City, DeWitt</i>
Ewing, Imogen	<i>Minier, Tazewell</i>
Farrell, Ora M.	<i>Lynnville, Morgan</i>
Ferre, Minnie A.	<i>Moawequa, Shelby</i>
Fisher, Mrs. Anna I.	<i>Rock Grove, Stephenson</i>
Fitch, Anna M.	<i>Pekin, Tazewell</i>

NAMES.	RESIDENCES.
Fleming, Marie Z.	<i>Macon, Macon</i>
Ford, Ella M.	<i>Maroa, Macon</i>
Fowler, Lillie E.	<i>Ashkun, Iroquois</i>
Fulton, Olive May	<i>Camargo, Douglas</i>
Gardner, Eliza M.	<i>Beason, Logan</i>
Gaskill, Emily M.	<i>Formosa, Madison</i>
Gentle, Lacie O.	<i>Fairview, Fulton</i>
Gleason, Mae E.	<i>Kewanee, Henry</i>
Gollon, Albina	<i>Pekin, Tazewell</i>
Hall, Emma Mae	<i>Saybrook, McLean</i>
Hart, Margretta	<i>Maywood, Cook</i>
Hatfield, Grace	<i>Naples, Scott</i>
Hender, Lulu E.	<i>Kumler, McLean</i>
Hill, Lillian H.	<i>Kingston, DeKalb</i>
Hobart, Mena	<i>Fuller's Point, Coles</i>
Hudson, Effie	<i>Moawequa, Shelby</i>
Hudson, Julia M.	<i>Moawequa, Shelby</i>
Hunt, Ada M.	<i>Ashton, Ogle</i>
Jackson, Clemence	<i>Nauvoo, Hancock</i>
Jenkins, Katie	<i>El Paso, Woodford</i>
Johnson, Lillian M.	<i>Galva, Henry</i>
Kerns, Carrie	<i>Buckley, Iroquois</i>
Kessler, Carrie M.	<i>Canton, Fulton</i>
Lantzer, Cora M.	<i>Kent, Stephenson</i>
Lash, Josie A.	<i>Bloomington, McLean</i>
Law, Mary E.	<i>Rosemond, Christian</i>
Lees, Daisy V.	<i>Gardner, Grundy</i>
Leonard, Edith	<i>Elliott, Ford</i>
Little, Clara Maude	<i>Ridge Farm, Vermilion</i>
Livingston, Irene	<i>Bloomington, *McLean</i>
Lyon, Lizzie L.	<i>Toulon, Stark</i>
McCune, Margaret E.	<i>Chenoo, McLean</i>
McCune, Sara J.	<i>Chenoo, *McLean</i>
McIntyre, Cora D.	<i>Charleston, Coles</i>
Morris, Mary Agnes	<i>Leroy, McLean</i>
Munroe, Kate M.	<i>Plainfield, Will</i>
Neumayer, Kate	<i>Mendota, LaSalle</i>
Newman, Emma	<i>Delavan, Tazewell</i>
Nichols, Mrs Alice	<i>Kirkland, DeKalb</i>
Norris, Kittie	<i>Normal, McLean</i>
O'Laughlin, Mary	<i>Normal, *McLean</i>
Petrie, Hannah	<i>New Windsor, Mercer</i>
Poppe, Margaret,	<i>Peru LaSalle</i>
Price, Edith M	<i>Mt. Palatine, Putnam</i>
Raber, Louemma	<i>Willow, Jo Daviess</i>

NAMES	RESIDENCES.
Rauch, Jennie B.	<i>Virden, Sangamon</i>
Reed, Julia	<i>Reed, Henderson</i>
Reitzell, Jennie B.	<i>Rock Grove, Stephenson</i>
Riggin, Mattie	<i>Troy, Madison</i>
Robinson, Nellie	<i>Mattoon, Coles</i>
Rood, Lucy M.	<i>Byron, Ogle</i>
Rose, Lottie M.	<i>Normal, *McLean</i>
Ross, Bettie E.	<i>Saybrook, McLean</i>
Ryan, Martha F.	<i>Galena, Jo Daviess</i>
Sekinger, Joanna	<i>Vandalia, Fayette</i>
Settles, Minnie	<i>Auburn, Sangamon</i>
Short, Lulu L.	<i>Lacon, Marshall</i>
Simmons, Maud E.	<i>Lena, Stephenson</i>
Sinclair, Annie M.	<i>Bloomington, McLean</i>
Smith, Mary F.	<i>Dillon, Tazewell</i>
Stanford, Lizzie	<i>Palestine, Crawford</i>
Stoutenburg, Olive E.	<i>Rankin, Vermilion</i>
Telford, Clara B.	<i>Salem, Marion</i>
Trullender, Bertha O.	<i>Yankeetown, Woodford</i>
Vincent, Cora L.	<i>Mendota, LaSalle</i>
Vogel, Emma	<i>Freeburg, St. Clair</i>
Vonderschmidt, Bertha	<i>Belleville, St. Clair</i>
Waldron, Frances	<i>Delavan, Tazewell</i>
Walker, Della	<i>Mattoon, Coles</i>
Waterman, Emily A.	<i>Sycamore, DeKalb</i>
Watt, Elva	<i>DeWitt, DeWitt</i>
Wagh, Rosa	<i>Cobden, Union</i>
Weddle, Mary	<i>Baders, Schuyler</i>
White, Mary E.	<i>Assumption, Christian</i>
Wilbert, Lena	<i>Eaton, Crawford</i>
Wilding, Lulu	<i>Mascoutah, St. Clair</i>
Workman, Ida	<i>Bloomington, McLean</i>
Alexander, John	<i>Fairfield, Wayne</i>
Bailey, Otis C.	<i>Neoga, Cumberland</i>
Baker, Bert F.	<i>Morrison, Whiteside</i>
Carroll, Fred E.	<i>Melvin, Ford</i>
Corson, Geo. M.	<i>Normal, *McLean</i>
Cothern, Wm. R.	<i>Guthrie, Ford</i>
Dickerson, Geo. L.	<i>Darwin, Clark</i>
Doran, Andrew	<i>Millstadt, St. Clair</i>
Frost, Geo. W.	<i>Normal, *McLean</i>
Gilmore, Oscar L.	<i>Leroy, *McLean</i>
Goldsby, Frank E.	<i>Mason City, Mason</i>
Graybill, Edward C.	<i>Beecher City, Shelby</i>

NAMES.	RESIDENCES.
Hardesty, John L.	<i>Bloomington, McLean</i>
Hieronimus, James C.	<i>Armington, Tazewell</i>
Humphrey, Edward D.	<i>Quincy, Adams</i>
Jokisch, Harry J.	<i>Bluff Springs, Cass</i>
Jolly, Samuel T.	<i>Ohlman, Montgomery</i>
Laws, Ben F.	<i>Eureka, Woodford</i>
Lutton, Frank C.	<i>Rutland, LaSalle</i>
McDowell, S. Kline	<i>Gilboa, Ohio</i>
Moore, Benjamin C.	<i>Pleasant Hill, Pike</i>
Newkirk, Henry M.	<i>Tower Hill, Shelby</i>
Nichols, Edgar F.	<i>Kirkland, DeKalb</i>
Palmer, Albert E.	<i>Assumption, Christian</i>
Pfeifer, George C.	<i>Mascoutah, St. Clair</i>
Reardon, Daniel	<i>Boynton, Tazewell</i>
Rudolph, Henry M.	<i>Ludlow, Champaign</i>
Smoyer, Willis C.	<i>Rock Grove, Stephenson</i>
Snapp, John W.	<i>Mattoon, Coles</i>
Spear, Harry G.	<i>Rockbridge, Greene</i>
Thompson, Matt Ray	<i>Lindon, Whiteside</i>
Tiffany, Reuben	<i>Plum River, Jo Daviess</i>
Yoder, Lee H.	<i>Money Creek, *McLean</i>
Young, Charles E.	<i>Ellsworth, *McLean</i>

## SECTION C.

Allbee, Lillie May	<i>Hinckley, DeKalb</i>
Arbogast, Anna B.	<i>Arrowsmith, McLean</i>
Athey, Nora T.	<i>Fair Grange, Coles</i>
Babbitt, Ellen C.	<i>Chicago, Cook</i>
Bailey, Louise	<i>Pleasant Plains, Sangamon</i>
Barrett, Etta	<i>Foosland, Champaign</i>
Beard, Alvisa	<i>Manteno, Kankakee</i>
Black, Maggie	<i>Vermilion</i>
Bliss, Cassa M.	<i>Cooksville, *McLean</i>
Bloom, Ida Josephine	<i>Tiskilwa, Bureau</i>
Borden, Emma	<i>Edgar, Edgar</i>
Boyce, Eva	<i>Bloomington, *McLean</i>
Bricker, Minnetta	<i>Normal, *McLean</i>
Brown, Lulu Amy	<i>Piper City, Ford</i>
Casey, Laura	<i>Lacon, Marshall</i>
Cavins, Clara E.	<i>Mattoon, Coles</i>
Chapman, Bird	<i>Stonington, Christian</i>
Chapman, Emma	<i>Chenoa, *McLean</i>
Chenoweth, Lillian	<i>Osman, Champaign</i>
Clayton, Lillie	<i>Robinson, Crawford</i>



NAMES.	RESIDENCES.
Clover, Nora	<i>Zenobia, Christian</i>
Coffman, Nellie R.	<i>Low Point, Woodford</i>
Coley, Jessie F.	<i>Oakland, Coles</i>
Conard, Grace	<i>Monticello, Piatt</i>
Conard, Lulu	<i>Monticello, Piatt</i>
Conover, Lizzie	<i>Stillman Valley, Ogle</i>
Corson, Maud	<i>Normal, *McLean</i>
Cutler, Florence	<i>Prairie Home, Shelby</i>
Darnall, Alpha Lena	<i>Minier, *Tazewell</i>
Davis, Ethel E.	<i>Littleton, Schuyler</i>
Davis, Sue	<i>Rushville, Schuyler</i>
Depue, Mary E.	<i>Mason City, Mason</i>
Digby, Frances L.	<i>Quincy, Adams</i>
Elam, Miriam	<i>Greenville, Bond</i>
Ernst, Cassie M.	<i>Assumption, Christian</i>
Estes, Rose I.	<i>Neoga, Cumberland</i>
Farmer, Rhoda S.	<i>Patoka, Marion</i>
Flagg, Kate	<i>Plainfield, Will</i>
Folk, Amy E.	<i>Ransom, LaSalle</i>
Frederick, Hattie	<i>Washington, Tazewell</i>
Freeman, Grace E.	<i>Virginia, Cass</i>
Frye, Lizzie N.	<i>Belvidere, Boone</i>
Fuhrman, Effie	<i>Danvers, *McLean</i>
Fulle, Nellie	<i>Waterman, DeKalb</i>
Gates, Carrie B.	<i>Earlville, LaSalle</i>
Gaynor, Delia	<i>Metamora, *Woodford</i>
Gentle, Minnie A.	<i>Fairview, Fulton</i>
Gillespie, Helen T.	<i>Granville, Putnam</i>
Gillespie, Jessie M.	<i>Farmer City, Piatt</i>
Gipson, Eva Mae	<i>Roanoke, Woodford</i>
Glass, Annie May	<i>Kappa, Woodford</i>
Grady, Flora M.	<i>Washington, Tazewell</i>
Gray, Della	<i>Millstadt, St. Clair</i>
Grier, Mabel J.	<i>Lexington, McLean</i>
Hall, Luella N.	<i>Lilly, Tazewell</i>
Hardesty, Eva A.	<i>Bloomington, *McLean</i>
Harper, Carrie A.	<i>Assumption, Shelby</i>
Hart, Josie May	<i>Bloomington, McLean</i>
Hayslip, Elmina	<i>Chenoa, *McLean</i>
Hemphill, Luella E.	<i>Elwood, Will</i>
Hetfield, Mary E.	<i>Normal, *McLean</i>
Hill, Anna E.	<i>Olney, Richland</i>
Hilton, Eloise	<i>Arlington, Bureau</i>
Hooton, Gertrude	<i>Heyworth, McLean</i>
Howell, Minnie	<i>Rushville, Schuyler</i>



NAMES.	RESIDENCES.
Humphrey, Anabel . . . .	<i>Towanda, *McLean</i>
Hunt, Mary E. . . . .	<i>Millersburg, Mercer</i>
Johnson, Ella M. . . . .	<i>Yuton, *McLean</i>
Johnson, M. Alice . . . . .	<i>Casey, Clark</i>
Kammerer, Mrs. Martha . . . . .	<i>Scales' Mound, Jo Daviess</i>
Keepers, Olive M. . . . .	<i>Gardner, Grundy</i>
Keirby, Eunice E. . . . .	<i>Benson, Woodford</i>
Keller, Amelia M. . . . .	<i>Golconda, Pope</i>
Kenny, Sadie C. . . . .	<i>Alexander, Morgan</i>
Kerns, Addie . . . . .	<i>Buckley, Iroquois</i>
Kipp, Anna . . . . .	<i>McLeansboro, Hamilton</i>
Laign, Lizzie . . . . .	<i>Elizabeth, Jo Daviess</i>
Lampe, Millie C. . . . .	<i>Long Point, Livingston</i>
Larue, Libbie . . . . .	<i>Etna, Coles</i>
Ledden, Carrie . . . . .	<i>Wapella, DeWitt</i>
Ledden, Sallie . . . . .	<i>Wapella, DeWitt</i>
Lee, Emma L. . . . .	<i>Clinton (Wis.), Boone</i>
Lee, Mettie J. . . . .	<i>Manito, Mason</i>
Lee, Minnie . . . . .	<i>Naples, Scott</i>
Lemon, Anna . . . . .	<i>Aledo, Mercer</i>
Leo, Annie J. . . . .	<i>Lenzburg, St. Clair</i>
Lewis, Adelaide B. . . . .	<i>Piper City, Ford</i>
Lohman, Anna L. . . . .	<i>Gibson City, Ford</i>
Lord, Nannie D. . . . .	<i>Normal, McLean</i>
Lovering, Hattie . . . . .	<i>Assumption, Christian</i>
Lowry, Maggie . . . . .	<i>Grayville, White</i>
McCann, Alice M. . . . .	<i>Shipman, Macoupin</i>
McGuire, Anna E. . . . .	<i>Normal, *McLean</i>
McKibben, Maud . . . . .	<i>Groveland, Tazewell</i>
McNary, Ida G. . . . .	<i>Ashkum, Iroquois</i>
Mahoney, Ellen . . . . .	<i>Hudson, *McLean</i>
Major, Eva . . . . .	<i>Panola, Woodford</i>
Meredith, M. Lissa . . . . .	<i>Taylorville, Christian</i>
Miller, Minnie . . . . .	<i>Colony, *Kansas</i>
Mitchell, Anna T: . . . . .	<i>Springfield, Sangamon</i>
Moore, Florence A. . . . .	<i>Mattoon, Coles</i>
Moss, Hattie M. . . . .	<i>Cuba, Fulton</i>
Moss, Lottie C. . . . .	<i>Leasure, Douglas</i>
Mulcahy, Emma . . . . .	<i>Delavan, Tazewell</i>
Murray, Myrtle . . . . .	<i>Normal, McLean</i>
†Noggle, Cora . . . . .	<i>Holder, *McLean</i>
Norton, Laura E. . . . .	<i>Varna, Marshall</i>
O'Brien, Mary . . . . .	<i>Bradley, Tazewell</i>
Orr, M. Maud . . . . .	<i>Bloomington, *McLean</i>

†Deceased.

NAMES.	RESIDENCES.
Patton, Laura I.	<i>Mt. Carroll, Carroll</i>
Peregoy, Nellie O.	<i>Hampton, Rock Island</i>
Peregoy, Nettie L.	<i>Hampton, Rock Island</i>
Peterson, Lydia Edna	<i>Hindsborough, Douglas</i>
Phelps, Eunice	<i>Chicago, Cook</i>
Phillips, Mary E.	<i>Cerro Gordo, Macon</i>
Porter, Georgia L.	<i>Hudson, *McLean</i>
Porter, Sue	<i>Arrowsmith, *McLean</i>
Price, Mary M.	<i>Mt. Palatine, Putnam</i>
Quinn, Alice B.	<i>Barnes, McLean</i>
Ramsey, Minnie R.	<i>Norwood, Mercer</i>
Reading, Myrtle M.	<i>Pana, Christian</i>
Rhoads, Maggie May	<i>Hopedale, Tazewell</i>
Rice, Minnie M.	<i>New Albany, Cook</i>
Riggin, Minnie	<i>Troy, Madison</i>
Risetter, Gertrude E.	<i>Lee, *Lee</i>
Ritter, Lura E.	<i>Olney, Richland</i>
Robbins, Lillian	<i>Thawville, Iroquois</i>
Root, Ella L.	<i>Chicago, Cook</i>
Schofield, Marietta G.	<i>Normal, McLean</i>
Schuladen, Julia A.	<i>Belvidere, Boone</i>
Sheets, Mary E.	<i>Wellington, Iroquois</i>
Shepard, Minnie	<i>Argenta, Macon</i>
Sheppard, Emma M.	<i>Elgin, Kane</i>
Shrigley, Ida M.	<i>Bloomington, *McLean</i>
Simmerman, Lora	<i>Wyoming, Stark</i>
Simmons, Florence	<i>Fountain Green, Hancock</i>
Smith, Olive B.	<i>Anchor, *McLean</i>
Snowden, Delia	<i>Lerna, Coles</i>
Spotts, Lottie H.	<i>Elwood, Will</i>
Spotts, Nettie J.	<i>Elwood, Will</i>
Starts, Nora	<i>Harkers Corners, Peoria</i>
Stonebraker, Elsie	<i>Panola, Woodford</i>
Stratton, Bertha M.	<i>Greenwood, McHenry</i>
Sweet, Anna M.	<i>Williamsville, Sangamon</i>
Tefft, Eliza A.	<i>Delavan, Tazewell</i>
Thompson, Edith	<i>Randolph, *McLean</i>
Thompson, Mary E.	<i>Tonica, LaSalle</i>
Tolly, Mima	<i>Pana, Christian</i>
Vannatta, Florilla L.	<i>Mattoon, Coles</i>
Walker, Minnie C.	<i>Rossville, Vermilion</i>
Walston, Hattie	<i>Normal, *McLean</i>
Ward, Mary E.	<i>Thawville, Iroquois</i>
Ward, Willetta	<i>Thawville, Iroquois</i>
Weil, Mary L.	<i>Golconda, Pope</i>

## NAMES.

## RESIDENCES

Whitzell, Matie O.	St. Joseph, Champaign
Wickham, Katie	Wyoming, Stark
Williams, Lillie	Cowden, Shelby
Willis, Minnie	Du Quoin, Perry
Wilson, Grace E.	Towanda, *McLean
Winchell, Mary A.	Normal, *McLean
Wright, Lillie	Watseka, Iroquois
Wright, Nellie	Buffalo Heart, Sangamon
Young, Carrie W.	Manito, Mason
Zentmire, Tillie	Joy, Mercer
Aldrich, George F.	Rosemond, Christian
Ashbrook, Charles W. W. C.	Arcola, Douglas
Atterbury, Marion O.	Oakford, Menard
Barnhart, George E.	Mansfield, Piatt
Barnstable, Reginald L. L.	Chesterfield, Macoupin
Barton, Jr., Robert	Argenta, Macon
Birney, Thomas M.	Normal, *McLean
Bishop, Alva	Melvin, *Ford
Blair, George W.	Mt Vernon, Jefferson
Bowles, Oscar H.	Normal, *McLean
Brown, Edgar	Bloomington, *McLean
Burnside, James Gordon	Carlyle, Clinton
Burt, Edward	Henry, Marshall
Cheadle, Clarence M.	Colusa, Hancock
Colwell, Lewis W.	Virden, Macoupin
Crossland, J. S.	Bowen, Hancock
Curtis, Norman R.	Rardin, Douglas
Dixon, Joseph A.	New Windsor, Mercer
Durkee, William Henry	Thomson, Carroll
Flaningham, Miletus L.	Potomac, Vermilion
Fultz, Dudley D.	Pontiac, Livingston
Funk, Louis C.	Waverly, Sangamon
Gentle, John W.	Farmington, Fulton
Gibson, William R.	Mazon, Grundy
Gray, Joseph S.	Blue Mound, Christian
Guthrie, Samuel R.	Gibson, Ford
Hainline, Jesse W.	Armington, Tazewell
Harrower, William	Barrington, Lake
Heitzman, Frank	Havana, Mason
Hinckle, Luther Calvin	Girard, Macoupin
Houseman, Joseph	Normal, McLean
Ireland, Frank	Boynnton, Tazewell
Johnson, Riley O.	Hindsborough, Coles
Kanaga, Hershel E.	Taylorville, Christian

NAMES.	RESIDENCES.
Kile, William H.	Argenta, Macon
Kirkeberg, Andrew C.	Thor, Iowa
McCreery, James E.	Mason City, Mason
McFarlane, Walter M.	Oswego, Kendall
McKinney, Fred	Divernon, Sangamon
McKinney, John E.	Argenta, Macon
Major, Chat	Panola, Woodford
Matheny, William H.	Normal, McLean
Moore, William W.	Piper City, Ford
Murray, Ernest A.	Gibson, *Knox
Oaks, Frank P.	Assumption, Shelby
Pearson, Joseph R.	Ludlow, Champaign
Petrie, Samuel L.	Camp Point, Adams
Phillips, Jacob	Olney, Richland
Ratigan, Harry J.	Exeter, Scott
Roberts, George	Milton, Pike
Rosebraugh, Harry B.	Hindsborough, Douglas
Skinner, William T.	Freeport, Stephenson
Smith, Harvey S.	Oconee, Montgomery
Stewart, William C.	Olney, Richland
Thomson, Alex. Clare	Bartlett, *Cook
Thornhill, Ernest A.	Taylorville, Christian
Travis, Clyde R.	Prairie Home, Shelby
Tremble, James R.	Mattoon, Coles
Truitt, Owen I.	Toloca, Marshall
Tuttle, William A.	Graymont, Livingston
Vaughan, William Tell	Osage, Franklin
Vincent, Lawrence P.	Tower Hill, Shelby
Waltrip, Norman	Berdan, Greene
Warner, Newton	West Liberty, Jasper
Woodrum, Christopher	Charleston, Coles
Young, Chauncey	Rankin, Vermilion

Total in Junior Class, - - 451.

Total in Normal Department, - 653.

## HIGH SCHOOL.

THE UNIVERSITY OF ILLINOIS, THE UNIVERSITY OF MICHIGAN,  
AMHERST, DARTMOUTH, SMITH, WILLIAMS, VASSAR AND  
WELLESLEY COLLEGES ADMIT OUR GRADUATES  
WITHOUT EXAMINATION.

Examinations for admission to the High School are held on the first day of each term, and on the Saturday following the close of the Spring Term.

Tuition, Thirty-nine dollars a year, payable by terms in advance.

## SENIOR CLASS.

NAMES.	RESIDENCES.
Bishop, Mellie E. . . . .	<i>Normal, McLean</i>
Cheney, Grace . . . . .	<i>Bloomington, McLean</i>
*Cook, Agnes S. . . . .	<i>Normal, McLean</i>
Crothers, Rachel . . . . .	<i>Bloomington, McLean</i>
Mettler, Edna . . . . .	<i>Creston, Ogle</i>
Vickroy, Louise M. . . . .	<i>Normal, McLean</i>
Burns, George P. . . . .	<i>Bloomington, McLean</i>
*Colburn, Cary R. . . . .	<i>Secor, Woodford</i>
Erbes, Philip H. . . . .	<i>West Brooklyn, Lee</i>
Mills, Charles W. . . . .	<i>Mt. Palatine, Putnam</i>
*Moulton, William B. . . . .	<i>Bloomington, McLean</i>
Parker, Jr., Bertrand D. . . . .	<i>Gardner, Grundy</i>
Pollock, James B. . . . .	<i>Orangeville, Stephenson</i>
Sheppard, James J. . . . .	<i>Panola, Woodford</i>
Wilson, Charles C. . . . .	<i>Selma, McLean</i>

\* Classical Course.

## JUNIOR CLASS.

Chandler, Edith G. . . . .	<i>Galena, Jo Daviess</i>
Chandler, Grace E. . . . .	<i>Galena, Jo Daviess</i>
Clark, Sara H. . . . .	<i>Helena, Arkansas</i>
Davis, Jessie F. . . . .	<i>Bloomington, McLean</i>



NAMES.	RESIDENCES.
Evans, Imogen C. . . . .	<i>Bloomington, McLean</i>
Evans, Susan M. . . . .	<i>Bloomington, McLean</i>
Fyffe, Hattie J. . . . .	<i>Normal, McLean</i>
Gibson, Enid . . . . .	<i>Mazon, Grundy</i>
Gilborne, Anna . . . . .	<i>Cabery, Ford</i>
Grier, Asenath S. . . . .	<i>Lexington, McLean</i>
Stewart, Angie L. . . . .	<i>Chatsworth, Livingston</i>
Arbogast, William H. . . . .	<i>Saybrook, McLean</i>
Baird, Walter H. . . . .	<i>Normal, McLean</i>
Bassett, Arthur . . . . .	<i>Normal, McLean</i>
Bishop, George W. . . . .	<i>Normal, McLean</i>
Blackburn, Edgar . . . . .	<i>Normal, McLean</i>
Cleveland, John B. . . . .	<i>Yorkville, Kendall</i>
Ewing, Spencer J. . . . .	<i>Bloomington, McLean</i>
Goodwin, Clarence G. . . . .	<i>Moavequa, Shelby</i>
Goodwin, John A. . . . .	<i>Moavequa, Shelby</i>
Harley, Joel A. . . . .	<i>Normal, McLean</i>
Hicks, Herbert S. . . . .	<i>Rockford, Winnebago</i>
Holder, Samuel . . . . .	<i>Bloomington, McLean</i>
Livingston, Bertel E. . . . .	<i>Normal, McLean</i>
McCann, Bert H. . . . .	<i>Normal, McLean</i>
McKinney, James A. . . . .	<i>Barry, Pike</i>
Parker, Cuthbert F. . . . .	<i>Gardner, Grundy</i>
Porter, Weldon E. . . . .	<i>Normal, McLean</i>
Riley, George W. . . . .	<i>Lerna, Coles</i>
Rutledge, Lyndon M. . . . .	<i>Heyworth, McLean</i>
Scott, Walter D. . . . .	<i>Fletcher, McLean</i>
Wilson, Edward M. . . . .	<i>Bloomington, McLean</i>
Wright, John L. . . . .	<i>Rutland, LaSalle</i>

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## SECOND CLASS.

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Aldrich, Grace D. . . . .	<i>Normal, McLean</i>
Ament, Mrs. Tessie C. . . . .	<i>Blandinsville, McDonough</i>
Barrett, Mabel W. . . . .	<i>Normal, McLean</i>
Benson, Nellie J. . . . .	<i>Bloomington, McLean</i>
Cowles, Catherine L. . . . .	<i>Bloomington, McLean</i>
Emerson, Neffa B. . . . .	<i>Bloomington, McLean</i>
Evans, Florence . . . . .	<i>Bloomington, McLean</i>
Evans, Katie P. . . . .	<i>Normal, McLean</i>
Ewing, Frances . . . . .	<i>Bloomington, McLean</i>
Eyestone, Lura M. . . . .	<i>Normal, McLean</i>
Foster, Junia M. . . . .	<i>Longmont, Colorado</i>

NAMES.	RESIDENCES.
Goodwin, Nellie F.	<i>Moavequa, Shelby</i>
Kofoid, Nellie I.	<i>Normal, McLean</i>
Leaton, Laura M.	<i>Bloomington, McLean</i>
Melluish, Edith E.	<i>Bloomington, McLean</i>
Moulton, Seba	<i>Bloomington, McLean</i>
Moore, Ruth E.	<i>Bloomington, McLean</i>
Pratt, Anna L.	<i>Bloomington, McLean</i>
Rutledge, Bertha	<i>Empire, McLean</i>
Sater, Una F.	<i>Hudson, McLean</i>
Scott, Julia G.	<i>Bloomington, McLean</i>
Sealey, Grace A.	<i>Normal, McLean</i>
Stevens, Grace	<i>Normal, McLean</i>
Stevenson, Julia S.	<i>Bloomington, McLean</i>
Tryner, Ethel L.	<i>Bloomington, McLean</i>
Andrews, Robert B.	<i>Belvidere, Boone</i>
Barlow, William C.	<i>Bloomington, McLean</i>
Brown, William A.	<i>Bloomington, McLean</i>
Cavins, Oscar J.	<i>Mattoon, Coles</i>
Coen, Charles M.	<i>Washburn, Woodford</i>
Forrester, James H.	<i>Assumption, Christian</i>
Gray, James A.	<i>Normal, McLean</i>
Hastings, Charles	<i>Cooksville, McLean</i>
Pollock, Thomas S.	<i>Bloomington, McLean</i>
Shaff, Clinton	<i>Cisco, Piatt</i>
Wescott, Frank H.	<i>Lacon, Marshall</i>
Wilson, George M.	<i>Bloomington, McLean</i>

### FIRST CLASS.

Alspaugh, Effie	<i>Lexington, McLean</i>
Ames, Mabel M.	<i>Rutland, LaSalle</i>
Berryman, Effie H.	<i>Lexington, McLean</i>
Brand, Cora B.	<i>Bloomington, McLean</i>
Brown, Agnes S.	<i>Stonington, Christian</i>
Burns, Kate W	<i>Bloomington, McLean</i>
Capen, Charlotte B.	<i>Bloomington, McLean</i>
Canterbury, Adriena T.	<i>Gibson City, Ford</i>
Clark, Alice B.	<i>Colfax, Indiana</i>
Cobb, Ethel M.	<i>Normal, McLean</i>
Coen, Ruah	<i>Normal, McLean</i>
Craig, Anna	<i>Normal, McLean</i>
Eldred, Stella	<i>Gardner, Grundy</i>
Garver, Daisy	<i>Bloomington, McLean</i>

NAMES.	RESIDENCES.
Gates, Carrie B.	Earlville, LaSalle
Gregory, Grace	Normal, McLean
Hart, Lulu R.	Gardner, Grundy
Hitchcock, Ella M.	Normal, McLean
Kline, Clara	LeRoy, McLean
Loehr, Clara M.	Bloomington, McLean
Marshall, Sallie R.	Normal, McLean
Porter, Bessie K.	Normal, McLean
Porterfield, Mabel	Peru, LaSalle
Ropp, Clara O.	Yuton, McLean
Saltonstall, Louise	Tremont, Tazewell
Schafer, Mildred A.	El Paso, Woodford
White, Drusa M.	Groveland, Tazewell
Bachman, Frank P.	Mackinaw, Tazewell
Barton, Charles M.	Normal, McLean
Baker, Burl P.	Downs, McLean
Carr, Henry J.	Scales Mound, Jo Daviess
Carson, Presley B.	Beardstown, Mason
Case, Armand	Earlville, LaSalle
Chafee, Dexter G.	Shelbyville, Shelby
Cook, John L.	Normal, McLean
Cox, Merton D.	Hudson, McLean
Crish, William D.	Bloomington, McLean
Davis, David	Bloomington, McLean
DeGarmo, Walter	Normal, McLean
Elliff, John T.	Minier, Tazewell
Hastings, Odus	Cooksville, McLean
Kepner, William	Saybrook, McLean
Le Sourd, Alfred C.	Topeka, Mason
Loar, Arthur M.	Cropsey, Livingston
Lutz, Jacob C.	Gardner, Grundy
McCormick, Ferdinand C.	Normal, McLean
McKnight, William W.	Normal, McLean
Prince, Edward P.	Bloomington, McLean
Purdum, Charles	Weston, McLean
Raley, Edmund	Bloomington, McLean
Riley, James C.	Bloomington, McLean
Rowell, Elmer I.	Bloomington, McLean
Taylor, John W.	Williamsville, Sangamon
Thompson, Theodore	Prairie Home, Shelby
White, Harvey T.	Carrollton, Greene
Winters, Allen	Bloomington, McLean

## SPECIAL STUDENTS.

NAMES.	RESIDENCES.
Briggs, Nina	<i>Minier, Tazewell</i>
Croskey, Mary J.	<i>Farmer City, DeWitt</i>
Croskey, Retta C.	<i>Farmer City, DeWitt</i>
Douglass, Clara	<i>Shirley, McLean</i>
Ewins, Kate A.	<i>Hudson, McLean</i>
Gibson, Stella M.	<i>Mazon, Grundy</i>
Goodwin, Flora A.	<i>Moawcqua, Shelby</i>
Gildersleeve, Henrietta R.	<i>Hudson, McLean</i>
Gurney, Ruth A.	<i>Wilmington, Will</i>
Hedrick, May	<i>Arrowsmith, McLean</i>
Hunter, Florence N.	<i>Bloomington, McLean</i>
Keady, Marion	<i>Alta, Peoria</i>
Keady, Eleanor	<i>Alta, Peoria</i>
Mains, Lillie M.	<i>Philadelphia, Cass</i>
Marker, Lulu V.	<i>Heyworth, McLean</i>
McCann, Emma L.	<i>Normal, McLean</i>
Mecherle, Laura M.	<i>Merna, McLean</i>
Miller, May A.	<i>Moawcqua, Shelby</i>
Morgan, Emma	<i>Aledo, Mercer</i>
Percy, Anna B.	<i>Bloomington, McLean</i>
Porter, Nellie	<i>'Downs, McLean</i>
Richards, Katherine L.	<i>Bloomington, McLean</i>
Richards, Rose E.	<i>Normal, McLean</i>
Ropp, Theresa	<i>Normal, McLean</i>
Scott, Henrietta L.	<i>Bloomington, McLean</i>
Thompson, Edith	<i>Randolph, McLean</i>
Winchell, Aurene M.	<i>LeRoy, McLean</i>
Wright, Gertrude	<i>Rutland, LaSalle</i>
Blackburn, Joseph	<i>Normal, McLean</i>
Briggs, Claude	<i>Minier, Tazewell</i>
Brown, Byron A.	<i>Dewey, Champaign</i>
Burnside, Gordon J.	<i>Carlyle, Clinton</i>
Cornwall, Albert W.	<i>Graymont, Livingston</i>
Cox, Herman M.	<i>Bloomington, McLean</i>
Cummings, Charles S.	<i>Gardner, Grundy</i>
Dillon, Roy H.	<i>Normal, McLean</i>
Fairfield, Raymond R.	<i>Normal, McLean</i>
Foster, George K.	<i>Normal, McLean</i>
Funk, Arthur C.	<i>Bloomington, McLean</i>
Glimpse, William A.	<i>Kappa, Woodford</i>
Guthrie, Samuel R.	<i>Normal, McLean</i>
Hammers, Jesse	<i>Secor, Woodford</i>
Harkness, Edward B.	<i>Bloomington, McLean</i>

NAMES.	RESIDENCES.
Harryman, Carrel . . . . .	<i>Mascoutah, St. Clair</i>
Hoffman, George . . . . .	<i>Monee, Will</i>
Le Sourd, Elvyn B. . . . .	<i>Topeka, Mason</i>
Maginnis, James W. . . . .	<i>Saybrook, McLean</i>
McCart, Harry C. . . . .	<i>Fort Worth, Texas</i>
Miller, Charles C. . . . .	<i>Moawequa, Shelby</i>
Morey, Orrin M. . . . .	<i>Mulberry Grove, Bond</i>
Munson, Harry B. . . . .	<i>Bloomington, McLean</i>
Murray, Ernest . . . . .	<i>Gibson, Knox</i>
Peters, Frank M. . . . .	<i>Roanoke, Virginia</i>
Porter, William H. . . . .	<i>Normal, McLean</i>
Quigg, Buford . . . . .	<i>Minier, Tazewell</i>
Reeves, James M. . . . .	<i>Bloomington, McLean</i>
Richards, William M. . . . .	<i>Bloomington, McLean</i>
Rutledge, Lyman . . . . .	<i>Heyworth, McLean</i>
Seehorn, Harry E. . . . .	<i>Fall Creek, Adams</i>
Spickerman, Harry R. . . . .	<i>Bloomington, McLean</i>
Simeral, Vincent . . . . .	<i>Bloomington, McLean</i>
Smith, Harvey S. . . . .	<i>Nokomis, Montgomery</i>
Victor, Nimrod . . . . .	<i>Normal, McLean</i>
Warnock, Charles C. . . . .	<i>Chicago, Cook</i>
Waters, Robert . . . . .	<i>Bloomington, McLean</i>
Wheeler, Roy M. . . . .	<i>Creston, Ogle</i>

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## SUMMARY.

SENIORS, . . . . .	15
JUNIORS, . . . . .	33
SECOND CLASS, . . . . .	37
FIRST CLASS, . . . . .	56
SPECIAL STUDENTS, . . . . .	66
TOTAL, . . . . .	207



## GRAMMAR SCHOOL

## SEVENTH AND EIGHTH GRADES.

N. B.—Students in these grades pay a tuition fee of twenty-five dollars a year.

NAMES.	RESIDENCES.
Ackerman, Lola . . . . .	<i>Kappa, Woodford</i>
Arbogast, Anna B. . . . .	<i>Normal, McLean</i>
Athey, Nora . . . . .	<i>Fair Grange, Coles</i>
Atterberry, May C. . . . .	<i>Chandlerville, Cass</i>
Baker, Donna . . . . .	<i>Springfield, Sangamon</i>
Belsley, Lucy . . . . .	<i>Washington, Tazewell</i>
Bricker, Tranqua . . . . .	<i>Normal, McLean</i>
Brown, Della . . . . .	<i>Dewey, Champaign</i>
Brown, Ida M. . . . .	<i>Hudson, McLean</i>
Brown, Jessie . . . . .	<i>Normal, McLean</i>
Brown, May . . . . .	<i>Dewey, Champaign</i>
Burke, Dot . . . . .	<i>Bloomington, McLean</i>
Burke, Grace . . . . .	<i>Bloomington, McLean</i>
Burr, Fannie . . . . .	<i>Bloomington, McLean</i>
Burry, Jessie . . . . .	<i>Chicago, Cook</i>
Coffman, Effie . . . . .	<i>Bentley, Hancock</i>
Coons, Bertha . . . . .	<i>Ellsworth, McLean</i>
Corson, Maude M. . . . .	<i>Normal, McLean</i>
Cowles, Bertha . . . . .	<i>Bloomington, McLean</i>
Cruise, Katherine . . . . .	<i>Wilmington, Will</i>
Davis, Pearle G. . . . .	<i>Rushville, Schuyler</i>
Deal, Amy . . . . .	<i>Morrisonville, Christian</i>
Deets, Sarah . . . . .	<i>North Henderson, Mercer</i>
DeMotte, Clara . . . . .	<i>Normal, McLean</i>
Dixon, Mae . . . . .	<i>Symerton, Will</i>
Douglass, Clara . . . . .	<i>Shirley, McLean</i>
Dunlap, Mattie . . . . .	<i>Hudson, McLean</i>
Ernst, Cassie . . . . .	<i>Assumption, Christian</i>
Farmer, Rhoda . . . . .	<i>Patoka, Marion</i>
Faulconer, Ethylin . . . . .	<i>Butte City, Montana</i>
Foster, Lillie . . . . .	<i>Bloomington, McLean</i>
Gerber, Anna . . . . .	<i>Stanford, McLean</i>
Gibler, Dora . . . . .	<i>Bloomington, McLean</i>
Gibson, Stella M. . . . .	<i>Mazon, Grundy</i>
Gigley, Susie . . . . .	<i>Peoria, Peoria</i>

NAMES.	RESIDENCES.
Gipson, Eva . . . . .	Kappa, Woodford
Glass, Anna . . . . .	Kappa, Woodford
Glass, Theresa . . . . .	Kappa, Woodford
Goodwin, Flora . . . . .	Mouwequa, Shelby
Graham, Lizzie . . . . .	Sweetwater, Menard
Gray, Edith E. . . . .	Toluca, Marshall
Green, Laura . . . . .	Mattoon, Coles
Hainline, Emma . . . . .	Armington, Tazewell
Hanson, Sigrid . . . . .	Carl Junction, Missouri
Hart, Josie . . . . .	Bloomington, McLean
Harvey, Mattie . . . . .	Bloomington, McLean
Hawley, Meta . . . . .	Bloomington, McLean
Houchin, Laura . . . . .	Normal, McLean
Humphrey, Anabel . . . . .	Towanda, McLean
Jacoby, Katie . . . . .	Bloomington, McLean
Johnson, Mary . . . . .	Bloomington, McLean
Larue, Libbie . . . . .	Etna, Coles
Larue, Ora . . . . .	Etna, Coles
Lord, Nannie . . . . .	Normal, McLean
Lowry, Maggie . . . . .	Grayville, White
McCann, Emma . . . . .	Normal, McLean
McCord, Grace . . . . .	Granville, Putnam
McCoy, Ethel . . . . .	Bloomington, McLean
McGregor, Edith . . . . .	Bloomington, McLean
McGregor, Mary . . . . .	Bloomington, McLean
Miller, May . . . . .	Mouwequa, Shelby
Miner, Pearle O. . . . .	Bloomington, McLean
Moss, Emma . . . . .	Hindsboro, Douglas
Mullens, May . . . . .	Carlton, DeKalb
Murray, Myrtle . . . . .	Normal, McLean
Myers, Ora . . . . .	Ambia, Indiana
Newton, Grace . . . . .	Ft. Collins, Colorado
O'Brien, Mary . . . . .	Bradley, Tazewell
Percy, Anna . . . . .	Bloomington, McLean
Porter, Sue . . . . .	Arrowsmith, McLean
Price, Mary . . . . .	Mt. Palatine, Putnam
Reading, Maude . . . . .	Pana, Christian
Reed, Inez . . . . .	Normal, McLean
Rhoads, Maggie . . . . .	Hopedale, Tazewell
Salsbury, Kate . . . . .	Mt. Carroll, Carroll
Simons, Josephine . . . . .	Normal, McLean
Sinclair, Anna . . . . .	Bloomington, McLean
Smith, Frances . . . . .	Bloomington, McLean
Smith, Jennie . . . . .	Bloomington, McLean
Sowards, Flora . . . . .	Spring Bay, Woodford

NAMES.	RESIDENCES.
Stauffer, Lizzie	Holder, McLean
Stevens, Claire	Normal, McLean
Stewart, Sue	Bixby, Champaign
Stonebraker, Elsie	Panola, Woodford
Stover, Etta	Towanda, McLean
Stubblefield, Edith	Normal, McLean
Tanner, Lulu	Normal, McLean
Thompson, Lida	Prairie Home, Shelby
Vaughan, Grace	Chenoa, McLean
Waldschmidt, Emma	Cabery, Ford
Watson, Ada	Danville, Vermilion
Wheeler, Daisy	Normal, McLean
White, Martha E.	Gilmer Co., West Va.
Wickham, Katie	Wyoming, Stark
Wirt, Laura	Ellsworth, McLean
Wyld, Kathleen	Kewanee, Henry
Zimmerman, May	Normal, McLean
Arnett, Harry	Normal, McLean
Arnett, Ross	Graymont, Livingston
Ashbrook, Charles W.	Arcola, Douglas
Bailey, James	Delavan, Tazewell
Baker, Fred	Bloomington, McLean
Baker, Horace	Kilbourne, Mason
Bane, Daniel H.	Dana, LaSalle
Bigham, John	Chatsworth, Livingston
Blackburn, Joseph	Normal, McLean
Boyer, Hugh	Biggsville, Henderson
Breuer, Frank	Sandwich, DeKalb
Bright, Bruce	Normal, McLean
Brown, Arthur	Stonington, Christian
Brown, Calvin	Lewiston, Fulton
Brubaker, H. C.	Benson, Woodford
Burns, Ira	Bloomington, McLean
Burt, Edward	Henry, Marshall
Carr, Harvey	Scales Mound, Jo Daviess
Casson, Robert	Hennepin, Putnam
Castle, Albert	Bloomington, McLean
Clark, H. S.	Oswego, Kendall
Cole, Gordon	Bloomington, McLean
Cox, Herman	Bloomington, McLean
Craig, Thomas	Hudson, McLean
Davis, David	Bloomington, McLean
Dillon, Roy H.	Normal, McLean
Dillman, W. H.	Iola, Clay

NAMES.	RESIDENCES.
Dinsmore, Paul . . . .	<i>Bloomington, McLean</i>
Dorward, John W. . . .	<i>Washington, Tazewell</i>
Dunn, Walter C. . . .	<i>Bloomington, McLean</i>
Ewing, Davis . . . .	<i>Bloomington, McLean</i>
Flagg, Albert . . . .	<i>Sherman, Sangamon</i>
Foster, George K. . . .	<i>Normal, McLean</i>
Frank, John . . . .	<i>Freeburg, St. Clair</i>
Fultz, Dudley . . . .	<i>Saguache, Colorado</i>
Funk, Lyle . . . .	<i>Bloomington, McLean</i>
Furman, Bert . . . .	<i>Normal, McLean</i>
Gentle, John M. . . .	<i>Farmington, Fulton</i>
Gibler, Charles . . . .	<i>Bloomington, McLean</i>
Gibler, Frank . . . .	<i>Bloomington, McLean</i>
Grier, Joseph . . . .	<i>Bloomington, McLean</i>
Hall, Homer . . . .	<i>Camargo, Douglas</i>
Harkness, Edward . . . .	<i>Bloomington, McLean</i>
Harwood, Heman . . . .	<i>Bloomington, McLean</i>
Hayes, Freemont . . . .	<i>Normal, McLean</i>
Hill, Eugene . . . .	<i>Normal, McLean</i>
Hobart, Fred . . . .	<i>Normal, McLean</i>
Hoblitt, Eddie . . . .	<i>Bloomington, McLean</i>
Houseman, Cary . . . .	<i>Normal, McLean</i>
Houseman, Joseph . . . .	<i>Normal, McLean</i>
Houtz, Robert . . . .	<i>Secor, Woodford</i>
Leaser, John . . . .	<i>Armington, Tazewell</i>
Liggitt, Flemming . . . .	<i>Nevada, Livingston</i>
Liggitt, Richard . . . .	<i>Nevada, Livingston</i>
Lindsey, David A. . . .	<i>Lilly, Tazewell</i>
Livingston, Samuel . . . .	<i>Bloomington, McLean</i>
Lutey, Willie . . . .	<i>Granite, Montana</i>
Marshall, Edward . . . .	<i>Normal, McLean</i>
McCart, Harry . . . .	<i>Fort Worth, Texas</i>
McCurdy, Robert . . . .	<i>Bloomington, McLean</i>
Miner, Willie . . . .	<i>Bloomington, McLean</i>
Mohr, Emanuel . . . .	<i>Bloomington, McLean</i>
Moore, William W. . . .	<i>Piper City, Ford</i>
Morrison, Charles . . . .	<i>Bloomington, McLean</i>
Munson, Harry . . . .	<i>Bloomington, McLean</i>
Noble, Wm. V. . . .	<i>Bethany, West Va.</i>
O'Neil, James . . . .	<i>Bloomington, McLean</i>
Owen, Ernest . . . .	<i>Eureka, Woodford</i>
Petrie, Samuel L. . . .	<i>Fowler, Adams</i>
Philbrook, Lowell . . . .	<i>Normal, McLean</i>
Phillips, Jacob . . . .	<i>Otney, Richland</i>
Phillips, Sherman . . . .	<i>Deer Creek, Tazewell</i>

NAMES.	RESIDENCES.
Price, Hugh	<i>Bloomington, McLean</i>
Preble, Harry	<i>Bloomington, McLean</i>
Reece, Jr., John	<i>Normal, McLean</i>
Riebsame, Carl	<i>Bloomington, McLean</i>
Reuhl, Justus	<i>Melvin, McLean</i>
Schell, Edward	<i>Normal, McLean</i>
Schenfeldt, Frank	<i>Normal, McLean</i>
Senseney, Hugh	<i>Bloomington, McLean</i>
Snapp, Thomas	<i>Shelbyville, Shelby</i>
Starbuck, Harry	<i>Chicago, Cook</i>
Taylor, Branch	<i>Bloomington, McLean</i>
Ten Eick, Clinton	<i>Bloomington, McLean</i>
Tipton, Thomas	<i>Bloomington, McLean</i>
Truitt, Owen	<i>Toluca, Marshall</i>
Tuttle, William A.	<i>Graymont, Livingston</i>
Watson, Eben	<i>Danville, Vermilion</i>
Watson, Walter	<i>Danville, Vermilion</i>
Williams, Herbert	<i>Bloomington, McLean</i>
Williams, Norman	<i>Bloomington, McLean</i>
Wirt, Charles	<i>Ellsworth, McLean</i>
Wrigley, Herbert R.	<i>Normal, McLean</i>
Young, Ernest	<i>Armington, Tazewell</i>

Whole number, 193.



# INTERMEDIATE GRADES.

## FOURTH, FIFTH, AND SIXTH GRADES.

N. B.—Students in these grades pay a tuition fee of fifteen dollars per year.

NAMES.	RESIDENCES.
Baker, Lois . . . . .	<i>Normal, McLean</i>
Bright, Bernie . . . . .	<i>Normal, McLean</i>
Champion, Marie . . . . .	<i>Normal, McLean</i>
Cowles, Bertha . . . . .	<i>Bloomington, McLean</i>
Currier, Iola . . . . .	<i>Bloomington, McLean</i>
Dekins, Myrtle . . . . .	<i>Normal, McLean</i>
Dillon, Mertie . . . . .	<i>Normal, McLean</i>
Dunn, Nettie . . . . .	<i>Bloomington, McLean</i>
Houchin, Laura . . . . .	<i>Normal, McLean</i>
Kinney, Alice . . . . .	<i>Normal, McLean</i>
Leaton, Grace . . . . .	<i>Normal, McLean</i>
Little, Mollie . . . . .	<i>Normal, McLean</i>
Pollock, Ethel . . . . .	<i>Normal, McLean</i>
Poulton, Minta . . . . .	<i>Bloomington, McLean</i>
Richards, Florence . . . . .	<i>Bloomington, McLean</i>
Riggin, Anna . . . . .	<i>Troy, Madison</i>
Schneider, Lena . . . . .	<i>Normal, McLean</i>
Schofield, Rosa . . . . .	<i>Normal, McLean</i>
Shinkle, Alle . . . . .	<i>Normal, McLean</i>
Simons, Katherine . . . . .	<i>Normal, McLean</i>
Skinner, Blanche . . . . .	<i>Normal, McLean</i>
Stevens, Jessie . . . . .	<i>Normal, McLean</i>
Tanner, Lulu . . . . .	<i>Normal, McLean</i>
Vandervoort, Lelia . . . . .	<i>Normal, McLean</i>
Warnock, Ethel . . . . .	<i>Chicago, Cook</i>
Baird, Halsey . . . . .	<i>Normal, McLean</i>
Baker, James . . . . .	<i>Normal, McLean</i>
Capen, Bernard . . . . .	<i>Bloomington, McLean</i>
Coen, John . . . . .	<i>Normal, McLean</i>
Cowles, Robert . . . . .	<i>Bloomington, McLean</i>
Davis, Mercer . . . . .	<i>Bloomington, McLean</i>
Dillon, L. Ray . . . . .	<i>Normal, McLean</i>
Douglass, Funk . . . . .	<i>Shirley, McLean</i>
Douglass, Vaughan . . . . .	<i>Shirley, McLean</i>
Frost, John . . . . .	<i>Normal, McLean</i>
Gibler, Frank . . . . .	<i>Bloomington, McLean</i>

NAMES.	RESIDENCES.
Gregory, Richard	<i>Normal, McLean</i>
Hawk, John W.	<i>Needman, Piatt</i>
Hazleton, Joseph	<i>Bloomington, McLean</i>
Herrington, George	<i>Normal, McLean</i>
Johnson, Walter	<i>Normal, McLean</i>
McCormick, Henry	<i>Normal, McLean</i>
McMurry, Karl	<i>Normal, McLean</i>
McNaught, Albert	<i>Bloomington, McLean</i>
Popple, Walter	<i>Bloomington, McLean</i>
Reece, Grant	<i>Normal, McLean</i>
Reece, Winfield	<i>Normal, McLean</i>
Reed, Clifton	<i>Normal, McLean</i>
Richards, Ned	<i>Bloomington, McLean</i>
Shinkle, Vincent	<i>Normal, McLean</i>
Snell, Thornton	<i>Bloomington, McLean</i>
Stewart, Roy	<i>Bloomington, McLean</i>

Whole number, 52.

## PRIMARY DEPARTMENT.

## FIRST, SECOND, AND THIRD GRADES.

Baker, Zilpha	Aldrich, John C.
Bright, Fannie M.	Allen, H. Jay
Champion, Myrtle M.	Boyer, Arthur
Clements, Erma L.	Boyer, Ernest
Clements, Lelah E.	Burt, Oddie
Clements, Oma G.	Carroll, Sidney E.
Cobb, Lois M.	Craig, John
Coen, Margaret	Davis, Aurelius
Colvin, Maude V.	DeGarmo, Max
Coomer, Delia	Elliott, Merton
Crayton, Ada	Gapen, Ely
Gibeaut, Alice M.	Gipson, Thomas C.
Gibeaut, Laura E.	Gunnell, John T.
Gibson, Vivian	Hetfield, Miller W.
Gipson, Zela L.	Hibler, Herbert
Griggs, Sarah E.	Johnston, Claire
Guthrie, Anna J.	Jones, Grinnell
Hall, Gracia M.	Kenney, Gilbert
Hendrickson, Gracie C.	Kenney, Matthew
Hendrickson, Violet K.	Lewis, Merton
Holmes, Lula M.	McReynolds, Harry
Howell, Louie	Moss, Haven H.
Johnston, Edna M.	Parmelee, Harry J.
Little, Mollie B.	Pollock, Charles D.
Malone, Alice F.	Poulton, Charles A.
Malone, Louise J.	Rankin, William L.
Moss, Mary F.	Richards, Edward B.
Pollock, W. Gertrude	Ropp, Franklin N.
Poulton, Minta A.	Savage, Ernest
Poulton, Winifred A.	Schneider, Carl G.
Rankin, Pansy A.	Stevens, Frederick
Reeves, Ella Belle	Stuart, Ralph
Renshaw, Blanche E.	Stubblefield, David

Richards, Sara M.  
 Rodgers, Ethel  
 Rupert, Emily B.  
 Schneider, Constance A.  
 Schroder, Louise  
 Schureman, Ethel May  
 Shinkle, Alle  
 Shurz, Lulu  
 Skinner, E. Mae  
 Thorp, Eva M.  
 Thorp, Luella M.  
 Thresher, M. Belle  
 Vandervoort, Lelia M.

Tanner, Lloyd  
 Taylor, Albert B.  
 Taylor, Roy E.  
 Young, Benton  
 Zelle, Fred O.

Total Number, 84.

### SUMMARY.

NORMAL DEPARTMENT	652
MODEL	{ HIGH SCHOOL 210
DEPARTMENT	{ GRAMMAR SCHOOL 193
	{ INTERMEDIATE SCHOOL, 52
	{ PRIMARY SCHOOL 84
Total in Model Department	539
Grand Total in Normal University	1,191
Deduct Names Counted Twice	62
Whole Number of Different Students	1,129

## TABULAR VIEW OF SUBJECTS.

FOR EXPLANATION, SEE "COURSE OF STUDY."

STUDIES.	First Year.			Second Year.			Third Year.			No. of weeks given each subject.	Division of subjects.
	1 15 Weeks.	2 12 do.	3 12 do.	4 15 do.	5 12 do.	6 12 do.	7 15 do.	8 12 do.	9 12 do.		
Psychology.....	*			*			*			30	I
Elements of Pedagogy.....	*									15	
Theory and Practice of Teaching.....			*							12	
Rosenkranz's Pedagogics.....								*	*	25	
Observation in the Model School.....		*								12	
School Laws of Illinois.....									*	3	
Practice Teaching.....									*	4 t's	
Illustrative Teaching.....							*	*	*		
Reading and Dictionary.....	*	*								27	II
Spelling.....	*	*	*							27	
Grammar.....	*		*							12	
Rhetoric.....					*					12	
Criticism.....					*					12	
English Literature.....							*			15	
Shakespeare and Themes.....								*		12	
Arithmetic.....	*	*		*						27	III
Algebra.....	*		*	*						27	
Geometry.....					*	*				24	
Book-Keeping.....	*	*	*	*	*	*			*	8	
Drawing.....	*	*	*	*	*	*				8	
Writing.....										76	
Geography.....	*	*				*				27	IV
Physical Geography.....						*				12	
History of the United States.....			*							12	
Ancient History.....					*					12	
Mediaeval History.....							*			15	
Civil Government.....				*						15	
Zoology.....				*						15	V
Physiology.....					*					12	
Botany.....						*				12	
Physics.....							*	*		27	
Chemistry.....									*	12	
Vocal Music.....			*								Optional Studies.
Latin.....											
Greek.....											
German.....											
French.....											
Astronomy.....											
Advanced Algebra.....											
Trigonometry and Surveying.....											
Analytic Geometry.....											
Calculus.....											
Advanced Science-Study.....											
Political Science.....											
Advanced Pedagogy.....											

The \* shows that the study is pursued at the time indicated.



## COURSE OF STUDY.

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Classes are formed *every term* in those studies prescribed in the tabular view, for the first year.

The Divisions I, II, III, etc., in the foregoing table, are made with reference rather to the studies in charge of different teachers than to the strictly logical groupings of subjects. The annexed SYLLABUS is intended as a key to the table.

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### DIVISION I.

ELEMENTS OF PEDAGOGY. *First Term.* (Two hours a week.)

The work includes a careful study of the principle of Observation as the beginning stage of every subject. The historical development of the method of Observation is studied through a careful examination of the principles of Comenius, (*Orbis Pictus*); Rousseau, (*Emile*); Pestalozzi, and Froebel.

In this way the students are better prepared for intelligent observation of the actual work of the Primary School.

OBSERVATION IN THE MODEL SCHOOL. *Second Term.* Primary Teaching is the subject for discussion in this study, especially the work of the first school year. The purpose of primary teaching, the course of study, the relation of the studies to one another and the method of teaching each are the special topics for consideration. Literature and Elementary Science receive considerable attention as subjects of instruction the first school year. Model recitations are frequently held before the observation class by the training-teacher, in order to illustrate the points brought out in the discussions, and thus the theory and practice of teaching are combined.

THEORY AND PRACTICE OF TEACHING. *Third Term.* The following are some of the most prominent topics of discussion: 1.—EDUCATION: What is it? Its relation to learning; its mode in respect to the body, the mind, and the conscience. 2.—THE MIND: Its essential unity; classification of its powers; order of their development; cultivation of the senses, the memory and the reason. 3.—THE TEACHER: His motives; his preparation; his manners; his habit of dress, action, thought, and speech; his health. 4.—THE SCHOOL: The house and its surroundings, furniture, and apparatus; organization of a school; first day's work; classifying; the programme, grading, etc. 5.—SCHOOL MANAGEMENT: Principles of government; punishments; making

rules; the characteristics of a teacher which are essential to good management. 6.—INSTRUCTION: What is a recitation? Assigning lessons; hearing lessons; use of text-books; exactness and promptness in recitation; helping pupils; method of questioning, etc. Text-book: HEWETT'S PEDAGOGY.

PSYCHOLOGY. *Fourth Term.* Mental science as compared with other sciences. Definitions and Classification of the Mental Powers. Consciousness. Attention. Conception. Sense-perception. Theories concerning Sense-perception. Opinions of different philosophers on this subject. Qualities of bodies as related to Sense-perception. Functions and Culture of the different Senses. Memory; its nature, use, and methods of culture. Laws of Memory. Effects of disease on Memory. Imagination; its relation to other faculties. Uses and abuses of imagination. The Reflective Power. Abstraction. Judgment. Analysis. Synthesis. Classification. Reasoning by induction; by deduction. Reasoning from testimony; from experience; from analogy. The Syllogism; its uses; its laws. All these topics are studied with special reference to their bearing on the work of teaching. Text-book: HEWETT'S PSYCHOLOGY.

*Seventh Term.* The term is spent in a fuller examination of the subject, using DEWEY'S PSYCHOLOGY as a basis.

PHILOSOPHY OF EDUCATION. *Eighth and Ninth Terms.* The eighth term is spent on the first fourteen chapters of Rosenkranz's Philosophy of Education. The ninth term is devoted to the study of particular systems. The same text is used as a basis of work.

TEACHING IN THE MODEL SCHOOL. Each pupil, after the first year, is required to teach in the Model School, subject to the supervision and criticism of the training-teachers. He takes entire charge of a class, in a single study, and is responsible for both the instruction and the discipline. Four terms of such work is the amount usually required.

During the Senior Year the class spends three hours a week in illustrative exercises with children in the various grades. The Common School Curriculum is carefully examined, and methods of instruction in the several subjects are shown in exercises conducted by the members of the class.

The Senior Class also acquaint themselves with those parts of the School Law that pertain to the duties and responsibilities of the teacher.

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## DIVISION II.

GRAMMAR. *First Term.* Analysis. Determination of the essential elements of the sentence through an examination of the nature of the thought, or judgment. How modification of elements arises from the expression of thought. Extensive drill in distinguishing principal

and subordinate elements and discovering their relations through the analysis of sentences.

*Professional.*—Language work in Primary grades, oral and written. Discussion of methods, matter, and quantity of work.

*Third Term.*—Etymology. Further consideration of the modification of principal and subordinate elements of the sentence, through inflection, etc. Constant reference to the thought itself in the explanation of forms. A thorough-going application of what is learned in etymology, to Whittier's "Snow-Bound," or to an equivalent poem, together with a skeleton analysis of the same Text Book: GREENE'S.

*Professional.*—Organization of language work through Intermediate and Grammar grades. Proper function of *form* and *thought* in this course. Genetic arrangement of composition exercises.

READING. *First and Second Terms.* Analysis of words according to their elementary sounds. Articulation and pronunciation Compass and Flexibility of voice. Stress and Emphasis. Pauses. Inflections. Analysis of words according to their Derivation and Formation. Analysis of thought. Practice in Elocution. Text Book: EDWARDS'S. The second term's work includes a thorough mastery of at least two of Shakespeare's dramas.

RHETORIC. *Fifth Term.* Diction, including Purity, Propriety Precision, Clearness, Unity, Strength, and Harmony. Rhetorical Figures. Style and its varieties. Original composition during the term. Text Book: A. S. HILL'S.

LITERARY CRITICISM. *Sixth Term.* Critical examination of the style of some of the best authors in the English language, with reference to Thought, Diction, Sublimity, Beauty, and Rhetorical Figures. Original composition during the term. Same Text Book.

ENGLISH LITERATURE. *Seventh Term.* Sketches of the leading authors in each department, from the time of Chaucer, with critical study of selections from the same. Text Book: SHAW'S.

SHAKESPEARE AND THEMES. *Eighth Term.* A critical study of Shakespeare's plays—HUDSON'S Edition. Orations and Essays.

SPELLING. Each pupil is required to spell every day, by writing; a term-standing of 95 *per cent*, or an average of 85 *per cent* for two successive terms, excuses from further practice.

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### DIVISION III.

ARITHMETIC. *First Term.* Topics to Percentage. The work is conducted in such a way as to include primary arithmetic. Definitions and analyses are derived from operations with objects.

*Second Term.* Straight-line analysis; Ratio; Simple and Compound Proportion; Percentage and its applications to Gain and Loss,

Commission, Insurance, Taxes, Duties, Interest, Discount, Partnership, Equation of Payments, Average of Accounts, and Exchange. Extraction of the Second and Third Roots. Text Book: WHITE'S COMPLETE.

ALGEBRA. *Third and Fourth Terms.* WENTWORTH'S Complete Algebra.

GEOMETRY. *Fifth Term.* Books I to IV inclusive, WELLS'S Geometry.

*Sixth Term.* Books V to IX inclusive, WELLS'S Geometry.

*Sixth Term (Optional).* Plane Trigonometry, with its application to Land Surveying; Leveling; Variation of Magnetic Needle.

ASTRONOMY. (Optional.) *Eighth Term.* RAY'S Elements of Astronomy to Chapter XV. Study of Constellations visible from December 1 to March 1. Text-book: BURRITT'S GEOGRAPHY OF THE HEAVENS

BOOK-KEEPING. *Ninth Term.* BRYANT'S COMMON SCHOOL.

DRAWING. *Normal Department.* Two lessons a week during first and second years.

*First Year, First Term.* Form Study. Clay modeling of type forms, common objects, fruits, and roots.

Drawing. Geometric views of type forms and common objects.

Drawing, showing construction of same. (Working Drawings.)

Development of surface. Patterns. (Prang Drawing-books, 1-9.)

*Second Term.* Free-hand Perspective. Individual study of objects and groups.

*Third Term.* Color. Theory of color—primaries, secondaries, tertiaries, scales of color; the spectrum. Effect of juxtaposition.

Drawing in color from nature.

*Second Year, First Term.* Design—in clay and flat color. (a) Historic. Ornament. (b) Elements of Architecture.

*Second Term.* Outline from cast. Light and shade in charcoal.

*Third Term.* Methods. Illustrative Sketching. Rapid work at blackboard, and with charcoal.

## DIVISION IV.

GEOGRAPHY. *First Term.* General Principles of Geography. A full course marked out and the work for each grade indicated. Special attention given to methods of teaching in the lower grades. Study of North America as a whole, made a model for the study of the other continents. Brief study of British America, Mexico, Central America, and the West Indies. Study of the United States as a whole. A more thorough study of each of the States and Territories. Execution of sketch maps of the States and of a few of the principal cities.

*Second Term.* Brief studies of the countries of Continental Europe, Asia, Africa, and Australia. Sketch map of the principal countries of Europe and Asia, showing their principal Mountains, Rivers, and



Cities. More thorough study of Great Britain as a model. Brief study of the countries of South America. Astronomical Geography; Latitude and Longitude; Day and Night; the Seasons, etc. Text Books, optional.

PHYSICAL GEOGRAPHY. *Sixth Term.* Review of the Earth's Form, with a sketch of the Theory of its Origin. Physical life of the Earth. Temperature; Atmospheric and Marine Currents; Rains, and the Effects of Climatic Conditions on Vegetable and Animal Life. Historical view of the earth; the relations of its Forms and Physical Life to the Development of the Human Race. Text Book: GUYOT'S EARTH AND MAN.

UNITED STATES HISTORY. *Third Term.* Geography regarded as a basis for the study of History. Voyages, Discoveries, and Indian Tribes. Colonial History, French Wars, and Revolution. Brief History of the successive Administrations from Washington's up to the War of Secession, in 1861. Founding and Progress of the States in the West and Southwest. History of the War of Secession. History of the Nation since the War of Secession. Matter to be taught in the different grades pointed out, and methods of teaching indicated. Text Book: BARNES'S BRIEF HISTORY.

ANCIENT HISTORY. *Fifth Term.* Early Asiatic Nations. Grecian History. Roman History. Methods of Teaching. Text Book: SWINTON'S OUTLINES.

MEDIEVAL HISTORY. *Seventh Term.* Text Book: SWINTON'S OUTLINES.

CIVIL GOVERNMENT. *Fourth Term.* DR. ISRAEL W. ANDREWS'S Text Book is used. Particular attention is given to the text of the Constitution; and the exposition and history, as presented by the author, receive all the attention that time will permit. The State Constitution is studied in connection with that of the Nation.

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## DIVISION V.

ZOOLOGY. *Fourth Term.* Dissection of Types. Grasshopper, Crayfish, Earthworm, Clam, Snake, Pigeon, Squirrel, Starfish; Microscopic examinations of Protozoans, Amoeba, Paramecium, Vorticella. Methods and Principles of Classification learned by Comparison of Animals, noting Resemblance and Difference in Plan of Structure and Development. Descriptions and Drawings kept in permanent notebook. Examination of specimens in Museum for the purpose of learning Structure and Relationship. Charts of Structure of Typical Animals. Study of habits of Live Animals kept in Cages and Aquaria. Determination of Species of Mammals, Birds, Reptiles, Batrachians,



and Fishes, by the use of Jordan's Manual of the Vertebrates. Text Books: PACKARD'S and COLTON'S.

HUMAN PHYSIOLOGY. *Fifth Term* General view of the Structure and Functions of the body. Students dissect a cat or a rabbit, paying especial attention to the organs of Digestion, Circulation, and Respiration, Muscles and Nervous System; Heart, Lungs, Kidney, Larynx of sheep; Eye of an ox. Study of Human Skeleton and Manikin. Demonstration of more difficult points on cat or dog. Action of Muscles and Nerves, Reflex action of the Spinal Cord, and Circulation of Blood shown in frogs. Experiments on, and observation of, Respiration and Circulation in the human body. Nine Microscopes and a large number of well selected slides, illustrating normal and pathological Histology. Occasional evening lectures, illustrated by calcium-light lantern views. Laws of Hygiene. Text Book: MARTIN'S HUMAN BODY—Briefer Course.

BOTANY. *Sixth Term.* Seeds—Parts; Kinds; Germination. Plants—Food; Growth; Fruitage; Uses. Principles of Classification, and rules for spelling, pronouncing, and capitalizing the names of the orders, genera, and species. Familiarity is acquired with twenty-five orders from the analysis of plants, and from the study of shrubs and trees in the University Grounds. Herbarium of twenty species required. Students have access to twenty botany presses, and to one good dissecting microscope for plant analysis, and the study of plant structure. Drawings and descriptions made in permanent note-books. Text Book: GRAY'S SCHOOL AND FIELD BOOK.

PHYSICS. *Seventh and Eighth Terms.* The work in Physics is carried on in such a manner as to develop the *scientific method* in study. Experimentation is the basis for all work in this branch of science. Facts can, we admit, be committed to memory from a text-book; but the memorizing of facts is not the underlying idea in this study. It is rather the aim to develop in the pupils the *scientific habit*, which consists of careful experimentation, accurate observation, and logical reasoning from the facts gained by experimental inquiry. The use of facts is emphasized rather than the simple *accumulation* of them, and in thus studying method the pupil is prepared by his own experimental work to interpret the text-books on this subject, which are simply a summing up of the knowledge others have gained from experiments as a basis. This laboratory work leads pupils to see things in relation in a manner far more telling than can be hoped for in the memorizing, text-book plan. A lively interest is awakened, which affects not only this subject, but which will pervade the other studies of the school system. To awaken an interest in science study, is to broaden the world for the pupils, to increase their usefulness, and to multiply their enjoyment of Nature's rich gifts. These are some of the reasons for experimental work.

The following is the plan followed: The pupil enters the laboratory and finds on the table before him some apparatus, accompanying which, are some printed directions of what he is to do with the material before him. After seeing that his apparatus is in proper order, he proceeds as directed, and having completed the experiment, at once writes out neatly, accurately, and tersely the experiment in full, embracing these points: (1) What I did; (2), What I saw; (3), What I conclude (Ruled tablets of uniform size are used for this work, and at the close of the term the leaves which are daily detached for the separate exercises are bound in permanent form). The pupil writes up his work without consulting his text or his fellow pupils, and hands his results to the instructor before beginning another experiment. (Should his work be unsatisfactory, he is required to perform it again, until the intended facts are made clear to him. After a few days' work, repetition is seldom needed). The pupil is thus taught to be independent in his efforts, and to cultivate his reasoning powers. He acquires control of his hands; he learns how to put things together and get results; he studies things in relations; he prepares himself for every-day life, whether it be in the school-room, in the work-shop, or in any department of life.

The experiments are arranged in systematic order, so that the pupil is led step by step into a more complete knowledge of the subject under consideration. The apparatus is as simple and inexpensive as it is possible to use and be assured of good results, and pupils are taught how to construct it, so that they can teach this work in the common schools without waiting for expensive, showy apparatus to be furnished by School Boards.

After a certain series of experiments has been performed by the pupils, class recitations are held in which the work is reviewed and supplemented by experimental demonstrations of the more difficult facts by the teacher, after which the text-book is studied. Care is taken that the experimental work precede the text study. Experiments are chosen from various sources and adapted to the apparatus at hand and the needs of the pupils pursuing the study. About one hundred experiments are performed each term.

The laboratory outfit is quite complete and each pupil is permitted to go as fast as he chooses and to do as much as he is able to do well.

The subjects of Magnetism and Electricity and their application to the various uses of every-day life receive considerable attention.

Special work can be done by a few each term. This work has for its aim the teaching of this subject in its elementary phases to children. Regular class work is done with the children. This is especially helpful to those who are preparing for school supervision.

The text is AVERY'S NATURAL PHILOSOPHY. Following are a few experiments showing the nature of some of the work:

EXPERIMENT 1. Close one end of a glass tube with your finger and insert the tube, open end downward, in a vessel of water. Push the tube about 40 centimeters into the water and then remove your finger. What follows? Repeat, noting as many facts as you observe. Account for results.

EXPERIMENT 2. Fasten a small wax taper on a cork, and float the lighted taper on a vessel of water. Over this lighted taper lower a stoppered bell-jar, and push the bell-jar, mouth downward, into the water. Watch the floating light. Slowly remove the stopper, and note all that follows. Repeat several times. Account for all facts.

EXPERIMENT 3. Fill a long-necked Florence flask with water up to a certain mark near the top of the neck. Pour out 25 cc. of the water and then pour into the flask 25 cc. of alcohol, being careful to let the alcohol run down the inside of the neck. Can you see the line separating the alcohol and the water? Is the flask as full as it was before? Cork it firmly with your thumb and shake it. Compare the space occupied by the mixture with that occupied by the water. Account for what you see.

CHEMISTRY. *Eighth Term.* Twenty elements. Symbols; Atomic Weight; Properties, chemical and physical. Laws of Combination; Formule; Chemical Equations; Reactions; Compounds; Gases—their Liberation; Collection; Management; Combination; Properties. Salts—Properties; Composition; Decomposition; Detection. Knowledge of fifty Compounds. Metals—Properties; Appearance; Detection; Commercial Importance. Organic Chemistry—Food of Plants; Formation of Organic Matter. Qualitative Chemistry is associated with General Chemistry in all the work. All students are furnished with complete apparatus for the fullest experimentation. Each student becomes acquainted with the construction and management of four different kinds of batteries. Power is acquired to manage the compound blow-pipe, calcium light, and electric apparatus. Students do the work. The workers in Chemistry now have the exclusive use of a well equipped laboratory in the basement. Students of the University and Teachers in the Public Schools taking such science work as belongs to the regular Normal Course of Study, are at no expense for chemicals or apparatus. To such as wish to take extra or special work in this department, tuition and a fee for incidentals will be charged. Text Book: AVERY'S.

## TRAINING WORK.

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By referring to the Tabular View of the Course of Study in the Normal School, p. 38, it will be seen that all the students in this department are expected to give an hour daily, during their second term, to "observation" of work in the Primary School. The third term calls for study of "Theory and Practice of Teaching." The opening of the second year marks the beginning of "Training Work." Each student is now introduced to one of the classes in the Model School (of primary, intermediate, or grammar grade), for the management and progress of which in one branch of study, under the direction of the principal training-teacher or one of his assistants, the student is held responsible during the term.

The work to be done is laid out with more or less minuteness of detail according to the nature of the study, the grade of the pupils to be taught, and the apparent needs of the pupil-teacher. The progress of the children, the pupil-teacher's manner with his class, his assignment of lessons, and his devices for gaining and holding the attention are matters of frequent observation by the designated training-teacher, to whom, by "returning the call" before the school day closes, the young teacher gives an opportunity for criticism, whether favorable or adverse.

As an aid to the training-teacher in justly estimating the pupil-teacher's clearness of purpose and directness of aim, the latter is required to present to the former, at stated intervals, an outline of the work to be done, together with a statement of the method proposed in introducing any new topic.

At least once each week, class-meetings of pupil-teachers are held, one of the training-teachers presiding. These meetings give opportunity for illustrative teaching, for studying the approaches of new topics, discussing methods, relating observations and experiences, and in various ways heightening the *esprit de corps*.

In addition to the four terms of successful teaching in the Model School, those who are to receive the diploma of the institution make a faithful experimental study, in the third year of the course, of methods for presenting various subjects to children, with special reference to illustration and the use of apparatus. These exercises by the Seniors are with classes of children, and the efforts of each teacher are observed and afterwards commented upon by his classmates, as well as by the President, under whose eye and general direction this teaching is done.



## ADVANCED PEDAGOGY.

This department was organized three years ago, and was sustained during the ensuing fall and winter terms. It consists, in the main, of lectures, supplemented by auxiliary lines of reading. Hereafter it will extend over the entire school year. The design of the course is to give advanced pedagogical training to graduates of this and other institutions, and to such under-graduates as are fitted by scholarship and teaching experience to derive benefit from it. In determining what under-graduates of this and other institutions shall be eligible to this course, age, experience, and documents will be taken into consideration. In lieu of other satisfactory evidence of fitness, an examination will be required.

The work to be offered during the ensuing year may be classified as follows:

1. The principles of primary instruction.
2. The science of methods.
3. A full pedagogical treatment of the various common school studies, as Reading, Arithmetic, Geography, Grammar, History.
4. The organization, management, and supervision of systems of schools in cities and large towns.
5. The history of education.
6. The application of psychology to the work of teaching.

One lecture per week will usually be given in each subject, but not more than two lectures are likely to be delivered on any one day. General and special reading will be marked out in connection with each course, and on some subjects a syllabus of the lecture will be furnished to the student.

There will, from time to time, be oral and written tests upon the work passed over. At the close of the year, those who have satisfactorily completed the course will be granted certificates to that effect.

### REMARKS UPON THE LECTURE COURSE.

As a basis for the study of the principles of primary education, *Frabel's View of Education* will be examined. The aim of education, its governing laws, its organization into a system, and the means to be employed in reaching the ends desired will be prominent topics of investigation. These underlying principles will then be applied to the subjects taught in the primary schools, viz.: Reading, Numbers, Geography, Language.

2. The science of education must be approached from two sides: first, the nature of the child to be educated; and second, the nature of



the subject to be taught. The lectures upon the science of methods will show how method in teaching must be determined by the very nature of the child's mental activity. They will seek to discover and exhibit the general laws of correct methods through an analysis of the activities involved in learning.

3. It has been said above, that the science of education must be approached from two sides: First, the nature of the child to be educated; and, second, the nature of the subject to be taught. The Pedagogy of the principal common-school studies deals with this second topic. The lectures are given by the heads of the various departments, and constitute a greater part of the work. They consider at length such questions as the following: 1. What are the essential or governing ideas in this subject? 2. What is the natural order of their development? 3. What phases of this organic arrangement correspond to the various phases in the development of the child; or, in other words, what would an ideal course of study show in each grade, so far as the subject is concerned? 4. What is the history of this study in school education as to its introduction and development as a part of the curriculum, and as to the development of methods of teaching it? 5. What is the specific educational value of this subject in the discipline of the mind and in practical usefulness? 6 What is its relation to the other subjects of the curriculum?

4. No topic of practical pedagogy can be of more immediate interest to the prospective school superintendent than the organization, management, and supervision of city school systems. The lectures upon this subject will seek the underlying principles of such organization and management, and will direct the student's attention especially to the study of such school reports as those issued by Dr. William T. Harris while superintendent of the St. Louis public schools.

5. The lectures on the history of education trace the growth of educational ideas, showing how these are determined by national institutions and modes of thought, and also how these ideas in turn help to shape the further development of national life. Special attention will be given to the growth of modern pedagogical doctrines, notably those of Comenius, Rousseau, Pestalozzi, Herbart, and Froebel on the continent, and those of Locke, Bain, and Spencer in England. The central and determining principle of each educational movement or system is sought, and carried to its logical conclusion. These principles are then articulated, and exhibited in their organic development. The history of education is thus no longer a chaos of unrelated or repeated facts, but an organic whole, capable of being understood and remembered. Students will be expected to read some manual of the history of education in connection with the lectures.

6. In the application of psychology to the work of teaching, there

may be expected a comparative view of the various schools of psychological thought, together with an estimate of the pedagogical value of each. The philosophy of observation in the early stages of instruction will also receive special attention.

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## PHYSICAL CULTURE.

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In the past year, instruction and drill in gymnastics were given during the months of February and March to such of the students as desired it.

Exercises were mainly given with light wooden wands and dumbbells, and were arranged and practiced in such a way that their introduction into the school-room by those who received instruction in them will be easy. Thus the gymnastics were made to conform to the main purpose of the University, while furnishing diversion for those who wished merely exercise and recreation.

Instruction was given by Professors Manly, Barton and Miss Pennell. It is expected that the work will be continued next year. —

## ADMISSION.

The Institution is intended for the training of young persons of both sexes, for teachers in the schools of Illinois.

Students seeking admission to the University should make application to the School Superintendent of the county in which they reside. They are required—

1. To be, if males, not less than 17, and if females, not less than 16 years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intention to devote themselves to school-teaching in this state, as follows:

“I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said Institution.”

4. To pass a satisfactory examination before the proper officer (County School Superintendent), in Reading, Spelling, Writing, Arithmetic, Geography, United States History, and the Elements of English Grammar.

### EXTRACT FROM THE NORMAL UNIVERSITY ACT.

SEC. 7. Each County within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each Representative District shall be entitled to gratuitous instruction for a number of pupils equal to the number of representatives in said district, to be chosen in the following manner: The School Superintendent in such county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court, or, in counties acting under township organization, to the Board of Supervisors; said County Court or Board of Supervisors, as the case may be, shall, together with the school superintendent, examine the applicants so presented, in such a manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in representative districts composed of more than one county, the School Superintendent and County Judge, or the Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative

district, shall meet at the Clerk's office in the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select, by lot, the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the secretary of the Board a declaration that he or she will teach in the public schools within this State, in case that engagement can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

Candidates should show a knowledge of the branches in which they are examined, sufficient to entitle them to a second-grade certificate.

[AMENDED, February, 1861.]

SEC. 4. Each county in this state shall hereafter be entitled to gratuitous instruction for two pupils in said University, to be selected as provided in section 7 of the act of which this is an amendment.

If any county or representative district neglects to make an appointment, the President of the University is, by a resolution adopted by the Board of Education, authorized to fill the vacancy by appointing some person of proper age and qualification. Every such person must pass, before the faculty, an examination in the same subjects as in that required before the County Superintendent in other cases. But no one will be admitted who does not attain an average of 60 per cent on the preparatory work. Persons holding first-class certificates are excused from examination.

#### SUGGESTED FORM OF CERTIFICATE.

I hereby certify that I am well acquainted with ..... and know him (or her) to be a person of good moral character.

In case the School Superintendent is not able to make the above certificate himself, something like the following endorsement should be appended by the School Superintendent:

I am well acquainted with ..... who signs the above certificate, and believe him to be an entirely trustworthy man; and, so far as I know and believe, the above named applicant is a person of good moral character.

By vote of the Board, the President is authorized to admit suitable persons by examination, so long as the school is not filled with regular appointees.

Any teacher in the state is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and to observe any of our work—all without enrollment or responsibility. If he is enrolled as a student, he is expected to follow our regular Course of Study, provided always that he will be excused



from pursuing any study further, after attaining a standing of 85 *per cent* on a rigid examination in the same. Occasionally an experienced teacher, by special arrangement, is allowed to pay tuition and select studies to a certain extent, but every such case is decided on its individual merits; we have no general rule to this effect.

No person will be entitled to graduate who does not make the required standing in each study of the course—either by work in the class-room, or by examination, as described above. Any person is entitled to our diploma who shall have completed our required Course of Study, without regard to the time he may have spent here; provided, that his residence shall not be less than one year, and that his deportment and character shall be satisfactory to the Faculty.

We transfer to our books no mark of standing from other institutions.

New students are received at the beginning of every term. It is important that they should be present on the *first* day of the term, as the regular recitations invariably begin on the *second* day. Failure to be present on the first day does not debar one from the privilege of joining the school; but every day of delay in entering greatly increases the difficulties of the beginner's work.

By a law passed during the last session of the Illinois Legislature graduates from the Normal Department will hereafter be entitled to receive a State certificate good for five years.



## MODEL-SCHOOL DEPARTMENT.

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THE MODEL DEPARTMENT was established, in order that there might be a school exhibiting the best methods of teaching, discipline, and classification, which the Normal students should visit, and in which they should take part as instructors. It is intended that the Course of Study in its several grades shall embrace all that belongs to a thorough education, from the elements up to a preparation either for college or for business.

This department is divided into four Schools—the High, Grammar, Intermediate, and Primary. Each of these is under the direct charge of an accomplished and efficient principal, who is assisted in part by permanent teachers, and in part by pupil-teachers from the Normal school. The work of the latter is subjected to careful supervision and guidance.

The Classical and General Courses are thorough and extended. Our young men and women enter college well prepared.

The accompanying plans of study will give a general idea of the subjects to be pursued in the several grades, and of the time allotted to each. It will be observed that two distinct courses are arranged for the High School; one to prepare students for college, and the other for general business. The two, however, are made to blend whenever practicable.

The only requisites for admission are a good character, and a tuition fee of \$39 per year in the High School, \$25 in the Grammar School, and \$15 in the Intermediate Grades. Pupils, after being examined, are classed according to their attainments.

Boys and girls from abroad may be confidently intrusted to the care of the Principals; and, if desired, a monthly report of scholarship and deportment at school will be sent to the parents.

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### CLASSICAL COURSE.

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#### FIRST CLASS—FIRST TERM.

LATIN	.	.	.	Harkness's Grammar, Jones's Lessons.
MATHEMATICS	.	.	.	Arithmetic, White's.
ENGLISH	.	.	.	Analysis, Reed and Kellogg.

## SECOND TERM.

LATIN	.	.	Harkness's Grammar, Jones's Lessons.
GEOGRAPHY	.	.	Guyot's.
ENGLISH	.	.	Composition.

## THIRD TERM.

LATIN	.	.	Cæsar, The Helvetian War; Composition, Collar's.
HISTORY	.	.	United States.
READING	.	.	Selections.

## SECOND CLASS—FIRST TERM.

LATIN	.	.	Cæsar, Campaign against Ariovistus, The Belgian Confederacy.. Composition, Collar's.
GREEK	.	.	Goodwin's Grammar, White's Lessons.
ZOOLOGY	.	.	Colton's.

## SECOND TERM.

LATIN	.	.	Cæsar, Books III and IV. Composition, Collar's.
GREEK	.	.	Grammar, Reader or Anabasis.
HISTORY	.	.	Ancient History.
ENGLISH	.	.	Rhetoric, Hill's.

## THIRD TERM.

LATIN	.	.	Sallust's Catiline. Composition, Collar's.
GREEK	.	.	Anabasis or Hellenica. Composition.
MATHEMATICS	.	.	Algebra, Wentworth's.

## JUNIOR CLASS—FIRST TERM.

LATIN	.	.	Cicero, Orations against Catiline. Sight Reading. Composition, Collar's.
GREEK	.	.	Anabasis or Hellenica Sight Reading, Kendrick's Selections. Composition.
MATHEMATICS	.	.	Algebra, Wentworth's.

## SECOND TERM.

LATIN	Cicero, Four Orations, including the Manilian Law. Sight Reading. Composition, Collar's.
GREEK	Hellenica and Plato, Goodwin's Se- lections. Sight Reading. Composition.
HISTORY	Old Greek Life, Mahaffy's.
MATHEMATICS	Plane Geometry, Wells's.

### THIRD TERM.

LATIN	Ovid. Lincoln's Selections. Sight
	Reading Ovid
	Composition, Collar's.
GREEK	Herodotus, Goodwin's Selections.
	Composition.
HISTORY	Pennell's Ancient Rome.
MATHEMATICS	Solid Geometry, Wells's.

SENIOR CLASS—FIRST TERM.

LATIN	Vergil, Books I-IV. Sight Reading, Vergil.
GERMAN	Comfort's German Course.
PHYSICS	Avery's.

## SECOND TERM.

LATIN	.	.	.	Vergil, Books V-VI. The Eclogues.
GERMAN	.	.	.	Comfort's German Course. Selections from Whitney's Texts.
PHYSICS	.	.	.	Avery's.
PHYSIOLOGY	.	.	.	Martin's Human Body.

} But one  
} required.

### THIRD TERM.

GREEK	Iliad, Books I-III.
*GERMAN	Selections from Whitney's Texts.
POLITICAL ECONOMY	Walker's.
READING AND THEMES	Selections from Shakespeare.

\*An additional year in German is Optional.

## GENERAL COURSE.

FIRST CLASS—FIRST TERM.

LATIN . . . Harkness's Grammar, Jones's Lessons.

MATHEMATICS . . .	Arithmetic, White's.
ENGLISH . . .	Analysis, Reed and Kellogg.

## SECOND TERM.

LATIN . . .	Harkness's Grammar, Jones's Lessons.
GEOGRAPHY . . .	Guyot's.
ENGLISH . . .	Composition.

## THIRD TERM.

LATIN . . .	Cæsar, the Helvetian War. Composition, Collar's.
HISTORY . . .	United States.
READING . . .	Selections.

## SECOND CLASS—FIRST TERM.

LATIN . . .	Cæsar, Campaign against Ariovistus. The Belgian Confederacy. Composition, Collar's.
DRAWING . . .	Prang's series.
ZOOLOGY . . .	Colton's.

## SECOND TERM.

LATIN . . .	Cæsar, Books III and IV. Composition, Collar's.
HISTORY . . .	Ancient History.
ENGLISH . . .	Rhetoric, Hill's.

## THIRD TERM.

LATIN . . .	Sallust's Catiline. Composition, Collar's.
ENGLISH . . .	Criticism.
MATHEMATICS . . .	Algebra, Wentworth's.

## JUNIOR CLASS—FIRST TERM.

LATIN . . .	Cicero, Orations against Catiline. Sight Reading. Composition, Collar's.
ENGLISH . . .	English Literature.
MATHEMATICS . . .	Algebra, Wentworth's.

## SECOND TERM.

LATIN . . .	Cicero, Four Orations, including the Manilian Law. Sight Reading. Composition, Collar's.
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PHYSIOLOGY . . .	Martin's Human Body.
MATHEMATICS . . .	Plane Geometry, Wells's.

## THIRD TERM.

LATIN . . .	Ovid, Lincoln's Selections	Sight Reading, Ovid.
	Composition, Collar's.	
HISTORY . . .	Pennell's Ancient Rome.	
BOTANY . . .	Gray's	
MATHEMATICS . . .	Solid Geometry, Wells's.	

## SENIOR CLASS—FIRST TERM.

LATIN . . .	Vergil, Books I-IV.	Sight Reading, Vergil.
GERMAN . . .	Comfort's German Course.	
CIVICS . . .	United States and Illinois, Andrews's.	
*PHYSICS . . .	Avery's.	

## SECOND TERM.

LATIN . . .	Vergil, Books V-VI.	The Eclogues.
GERMAN . . .	Comfort's German Course,	Selections from Whitney's Texts.
*CHEMISTRY . . .	Avery's.	
PHYSICS . . .	Avery's.	

## THIRD TERM.

GERMAN . . .	Selections from Whitney's Texts.
PHYSICAL GEOGRAPHY . . .	Guyot's Earth and Man.
POLITICAL ECONOMY . . .	Walker's.
READING AND THEMES . . .	Selections from Shakespeare.

\* The Vergil of the General Course is optional. If taken, students may elect between studies indicated by stars.

A second year in German is optional.

Opportunity is offered to any who wish to take lessons in Short Hand and Type-Writing. A reasonable fee is charged to those students who choose to take this course.



## GRAMMAR SCHOOL GRADE.

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The Grammar School is intended for those who wish to prepare for the Normal or High School, or for general business.

Young men and women not fully prepared for the Normal Department, are enabled to enter it after spending a term or two in the rigorous preparatory drill of the Grammar School; while, to those who are preparing for the High School, it offers excellent academic training. It is in the direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their effort to get a higher education, simply because their elementary education has been poor; hence, great care is taken that each one be well grounded in elementary knowledge.

Those who wish merely a common school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire a ready knowledge of arithmetic in order that they may make good accountants. Those more advanced will have the opportunity of studying book-keeping, taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, during the second year, those who may wisely do so are allowed to take any of the languages in the High School.

The moral influence of the school and its surroundings is good. Vicious boys who are outcasts from other schools will not find admittance here. Saloons and other places of evil resort are not allowed in the town.

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## SEVENTH SCHOOL YEAR.

**READING.**—Fifth Reader. Give careful attention to expression, and to quality of voice. See that the pupil reads as he talks. Drill the eye on the quick recognition of words. Much supplementary reading. Pupils are led to exercise their taste in selecting what is beautiful, whether in poetry or in prose. Several selections to be memorized.

**SPELLING.**—Written. Select words that are interesting and practical from different spelling books, other text-books, and from newspapers. See that the pupil keeps a careful record of corrected words, makes frequent copies of the same, and applies three "Rules" for spelling.

**WRITING OR DRAWING.**

**LANGUAGE.**—Composition work continued. Analyzing. Original stories. **INDUCTIVE LANGUAGE LESSONS, GREENE.** Complete the work to Part II.

**GEOGRAPHY.**—**GUYOT'S GRAMMAR-SCHOOL.**—Comparative and Mathematical Geography.

**ARITHMETIC.**—**WALTON'S WRITTEN.**—Percentage (Interest, Partial Payments, Discount, Profit and Loss, etc). Much oral drill on the foregoing.

**SCIENCE.**—Physiology substituted for Geography.

Names of parts of the Human Body. Experiments showing the functions of the parts Care of the organs Principles and laws underlying respiration, circulation and digestion, established by the pupils' own work.

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## EIGHTH SCHOOL YEAR.

**READING.**—**SEVEN AMERICAN CLASSICS** and other supplementary reading. Work of previous year continued. Use an application of rhetorical figures.

**SPELLING.**—Make a somewhat careful study of prefixes, suffixes, synonyms, homonyms, and easy derivations.

**GRAMMAR.**—Finish **GREENE'S INDUCTIVE LANGUAGE LESSONS.**—Essays, stories, prophecies, etc. Thought and grammatical analysis of some poem, with pen-pictures in prose taken from the same.

**BOOK-KEEPING.**—**BRYANT'S COMMON-SCHOOL.**

**SCIENCE.**—Natural Philosophy. Levers, motion, specific gravity, Heat. (All illustrative).

**ARITHMETIC.**—Review.

**LATIN, GERMAN.**—(Optional).

## INTERMEDIATE GRADE.

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### FOURTH SCHOOL YEAR.

**READING.**—Third Reader. Also the Stories Mother Nature told her Children. Study of long and short vowels, their mode of representation (Webster). Study of diphthongs and consonants. Phonic Analysis.

**SPELLING**—In connection with Reading and Language.

**ARITHMETIC.**—Exercises in rapid Addition, Subtraction, Multiplication and Division. Much drill in oral work. Both Walton's and Stoddard's Intellectual Arithmetics used. Long and short division taught.

**HISTORY.**—Stories of Pioneers in the Mississippi Valley.

**GEOGRAPHY.**—Study of Mississippi Valley in connection with History. Sketching.

**SCIENCE.**—Study of common animals and plants and natural phenomena.

**LANGUAGE.**—Oral Language-training given through History and Science. More than one half of the time devoted to composition. Subjects for composition chosen from other studies. Letter-writing. A few technical terms in Grammar taught.

**WRITING AND DRAWING.**—Daily practice in Writing and Drawing. Much attention given to position and movement in writing.

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### FIFTH SCHOOL YEAR.

**READING.**—Black Beauty. Tales of Troy. Also other selections. Frequent use of Dictionary.

**SPELLING.**—Oral and Written Spelling. Words chosen largely from Reading, History, etc.

**ARITHMETIC.**—WALTON'S INTELLECTUAL ARITHMETIC. Fractions. Much oral work.

**HISTORY.**—Pioneer Stories continued.

**GEOGRAPHY.**—Choice of subject-matter determined partly by the History. Study of globe, contour of continents, North America and Europe.

**SCIENCE.**—Study of common animals, plants, and natural phenomena.

LANGUAGE.—Oral drill in use of correct language given by History and Science. Much composition work. Some technical terms taught.

WRITING AND DRAWING.—Daily practice.

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## SIXTH SCHOOL YEAR.

READING.—Hiawatha. Other selections also.

SPELLING.—Oral and written, chiefly the latter. Words chosen from other studies.

ARITHMETIC.—Fractions, common and decimal. Compound numbers reviewed. WALTON'S WRITTEN ARITHMETIC.

HISTORY.—Period of Discoveries and Explorations. Settlement of Colonies.

GEOGRAPHY.—Follows History to some extent. South America, Asia, Africa, and Australia.

SCIENCE.—Study of common animals, plants, and natural phenomena.

LANGUAGE —About half of the time devoted to composition work. Subjects for compositions chosen mainly from History and Science. The remainder of the time devoted to Technical grammar with use of text-book.

Writing and Drawing daily.

# PRIMARY GRADE.

## FIRST YEAR.

**LITERATURE.**—About fifteen imaginative stories selected from Andersen, Grimm, etc., related or read to the children.

**READING.**—Words, phrases, and sentences taught by associating them directly with the objects, ideas, and thoughts suggested by the Literature and Elementary Science. The Primer and First Reader of Normal Course in Reading, and the first half of Harper's First Reader completed. Supplementary reading twice each week, from blackboard, slips of paper, and the first half of one or two First Readers.

**SPELLING.**—First by sound, then by letter, words selected from reading-lessons.

**WRITING.**—Training in the fore-arm movement. Practice in making the straight slanting line, the right and left curves, and in combining them into letters and words. Pupils' names. Copying in script lessons from the Reader.

**NUMBER.**—Numbers as wholes, and the relations in each through *ten*. Fractions through *tenths*. Objects used with all processes until the number relations are learned. The units of measures, in so far as they are involved in numbers not higher than ten. Children obtain their ideas of these measures through the use of objects. Figures and signs taught, after the numbers and their relations are understood.

**ELEMENTARY SCIENCE.**—Study common plants, animals, and natural phenomena.

**LANGUAGE.**—Oral reproduction of the imaginative stories. During the last half of the year, copying of stories as told by the children and of descriptions of objects studied in Elementary Science.

**DRAWING.**—The form models used are the sphere, the cube, the cylinder, the square prism, the hemisphere, and the right triangular prism. The tablets are figures derived from these, the circle, the square, the oblong, the semicircle and the triangle.

The work is as follows: 1. The presentation of the form models—(a) as to wholes; (b) as to surface; (c) as to faces; (d) as to edges; (e) as to corners. 2. Molding these forms in clay, also irregular forms based upon these. 3. Cutting from the molded form the derived tablet. 4. Tablet and stick-laying. 5. Drawing on the blackboard and on paper. 6. Color work. Development of the Color sense in children. Children led to observe beauty of color in nature. Material used in free invention.



## SECOND YEAR.

LITERATURE.—Seven Little Sisters read to the children, and related in substance by them; also the story of Robinson Crusoe carefully taught and related by the children.

READING.—Normal Course in Reading, Second Reader. Large amount of supplementary reading.

SPELLING.—Work of first year continued. Words and sentences written from dictation.

WRITING.—Fore-arm movement continued. Practice in making small letters. Analysis of capital letters commenced. Writing in copy-book throughout the year.

NUMBER.—Combinations in addition and subtraction to *one hundred*. Multiplication through the sixes. Roman numerals. Partition. Objects used in presenting new ideas, and in all processes where the number relations cannot be perceived without them. Wentworth and Reed's First Steps in Number, or similar book, placed in the hands of the children.

ELEMENTARY SCIENCE.—Work of first year continued.

LANGUAGE.—Training in oral language given in Literature and Elementary Science. Subject matter for dictation exercises and for short compositions, chosen from the Literature and Science.

DRAWING.—New forms introduced are the ellipsoid, the ovoid, the cone, the square pyramid, the vase form, and the equilateral triangle. During the spring term, forms of leaves are observed and drawn. The new terms are LATIN cross, GREEK cross, MALTESE cross, BISECT, TRISECT, PARALLEL, OBLIQUE, and ANGLE. Cutting of forms, and original arrangement of patterns. Clay molding of typical forms and of irregular objects based upon these forms. Drawing of patterns and of different views of objects.

Color work continued

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## THIRD YEAR.

LITERATURE.—Robinson Crusoe completed and Pioneer History begun.

READING.—One Third Reader completed. Supplementary reading continued.

SPELLING.—Work of previous years continued. Paragraphs written from dictation

WRITING.—Continuation of work begun in first and second years.

NUMBER.—Multiplication-tables completed. Drill on combinations through *one hundred*, involving the four fundamental processes. Wentworth and Reed's First Steps in Number completed.

SCIENCE.—Work of previous years continued.

LANGUAGE.—Work of second year continued. Letter-writing.

GEOGRAPHY.—Teaching of elementary geographical notions. Idea of map taught. Scale. During the term the Geography is dependent upon the History.

DRAWING —Work of first and second years reviewed. Book No. I of Prang's Series introduced. Color work continued.

## ADDITIONAL INFORMATION.

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Thorough DISCIPLINE will be enforced in every department of the University.

Experience has shown it to be necessary that a perfect understanding should exist between the President and those with whom the students board, in respect to the habits and conduct of students in their rooms.

BOARD in good families costs from \$3.00 to \$4.00 a week, exclusive of fuel, lights, and washing; when the fuel and lights are furnished the charge is a little more.

The expense of board is reduced about one half by boarding in clubs, and by self-boardings. Rooms can be secured at reasonable rent in the village.

The following may be considered a near approximation to the necessary EXPENSES for one year, exclusive of pocket money, apparel, traveling, and board in vacation:

Board, 39 weeks,	- - -	from \$78 00 to \$156 00
Washing,	- - -	" 15 00 to 25 00
Books and Stationery	- - -	" 10 00 to 15 00
Total	- - -	<u>\$103 00 to \$196 00</u>

TUITION IS FREE in the Normal Department, to those who take the pledge to become teachers in Illinois.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street-cars. In no case is the hiring of a carriage necessary.

The APPARATUS is excellent in quality, and sufficiently ample for the ordinary purposes of illustration.

A CERTIFICATE is granted for the successful completion of one year's work, and another for that of two years.

There are TWO LITERARY SOCIETIES, the Philadelphian and the Wrightonian, each of which has a well-selected library.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations, of Normal. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students.

The MUSEUM and the room for microscopic work are in the University building, and to these the students of the University have access under suitable restrictions.

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We hold no special summer term.

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N. B.—The statements made in this catalogue are to be interpreted *literally*.

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## LIBRARY.

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There is a well-chosen library, carefully adapted to the needs of the school. Since the beginning of 1890 a great deal has been done to increase its usefulness and convenience. Five thousand of the books most frequently in demand have been moved to the new Library and reading-room. Among these are the Wrightonian and Philadelphian Libraries, about two thousand volumes in all, which these societies have presented to the school.

All the books are carefully classified, and catalogues have been prepared for temporary use. About seventy of the best current periodicals are on file, and new books are constantly added. During the school year of 1890-'91, 517 volumes were added, nearly all by purchase.

The Library is open eight hours a day, and a librarian is always in attendance. Students of the University can consult the books in the reading-room, and draw them out without charge. They are assisted to use the books to the best advantage by the advice and suggestions of the teachers.

## ADVERTISEMENT.

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The preceding pages show that the State Normal University offers excellent advantages to persons desiring to pursue any one of the four distinct lines of study.

### I. THE NORMAL SCHOOL.

The work of the Normal School is the central thought of the University—it is for this that the University exists—all the other departments were established to assist in doing the work. Nevertheless, the other departments will serve well the purpose of those wishing instruction in their several fields, even though they have no design to become teachers.

The sole purpose of the Normal school is to prepare teachers for the schools of the State. It will be seen that its pupils are instructed and drilled both in the things to be taught and in the methods of teaching. The usual time necessary to complete a full course is three years; yet if pupils can show on a thorough examination that they are fully prepared in any of the studies in the course, they will be excused from pursuing those studies. On the other hand, no student will be allowed to pass a study until he has accomplished a certain result, no matter how much time he may have given to it.

### II. TRAINING WORK.

This makes a large part of the *strictly professional* work of the Normal School, and all who graduate from the Normal School must take the full course. But, by the recent action of the Board of Education, any persons who are found to be prepared may take the professional study and practice *only*, and receive a certificate for work successfully done. This offers to the teachers of the State an opportunity for strictly professional improvement, of which it is hoped many will avail themselves. See also page 54.

### III. SCIENTIFIC DEPARTMENT.

Our facilities for the study of Botany, Zoology, Geology, Chemistry, and Mineralogy are excellent, and we now offer them to such as desire to make these studies a *specialty*, at a very small cost.

### IV. MODEL DEPARTMENT.

This school, in its several grades, offers great advantages for obtaining academic instruction of any grade below that of our best colleges; and it will be observed that the cost of tuition is very low. Pupils completing the work of the High School are allowed to graduate and receive the formal diploma of the Institution.



## CALENDAR.

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THE SCHOOL YEAR of thirty-nine weeks is divided into three terms.

THE FIRST TERM, of fifteen weeks, begins on Monday, September 1, and closes on Thursday, December 17. Examinations at the close of the term. Annual Contest of the literary societies on Thursday evening, December 18. Semi-annual meeting of the Board of Education on Wednesday, December 10.

### *VACATION OF TWO WEEKS.*

THE SECOND TERM begins on Monday, January 4, 1892, and closes on Thursday, March 24. Examinations at the end of the term.

### *VACATION OF ONE WEEK.*

THE THIRD TERM begins on Monday, April 6, and closes on Thursday, June 25. Oratorical Contest on Friday evening, June 19. Examinations during the last week of the term. Annual meeting of the Alumni, June 22. Annual meeting of the Board of Education on Wednesday, June 22. Commencement exercises on Thursday, June 23.

### *VACATION OF ELEVEN WEEKS.*

The New School Year opens on Monday, September 12, 1892.

